

EXPENDITURE.

The expenditure, including that on the Malay College at Kuala Kangsar, was \$4,055,921 as against \$4,320,961 in 1929. The amounts for the various States were as follows:

	Personal emoluments.	Other charges.	P.W.D. expenditure.	Totals.
	\$	\$	\$	\$
Federal	194,208 (a) ...	166,148 (b) ...	1,274 ...	361,630 (c)
Perak	805,349 ...	682,866 ...	285,847 ...	1,723,562
Selangor	546,821 ...	435,172 ...	179,070 ...	1,161,063
Negri Sembilan ...	283,898 ...	157,264 ...	79,660 ...	520,817
Pahang	182,448 ...	68,127 ...	43,274 ...	288,849
Totals	2,012,719	1,454,077	589,125	4,055,921 (c)

The expenditure on the Malay College, Kuala Kangsar, was \$89,450; on the Sultan Idris Training College it was \$159,846 and on the Trade School, Kuala Lumpur, it was \$22,953.

The above figures include expenditure on Temporary Allowances and Clerical Services.

The net expenditure after deducting the revenue from school fees, education rate and miscellaneous sources was:

Federal	\$ 319,568
Perak	1,526,716
Selangor	956,331
Negri Sembilan ...	474,465
Pahang	257,321
Total	\$3,534,401

Grants-in-aid paid to English schools totalled \$583,586. The amounts disbursed by States were as follows:

	1929.	1930.
	\$	\$
Perak	251,676	297,589
Selangor	217,856	231,437
Negri Sembilan ...	54,528	54,560
Totals	524,060	583,586

The average amount of grant-in-aid per pupil in English schools was \$4.59 in 1929 and \$4.50 in 1930.

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The average amount of grant-in-aid per pupil in aided English schools worked out at \$54, an increase of \$4.99 on the 1929 figure. In Government English schools the cost to Government per pupil worked out at \$87.50, a decrease of \$2.69. The number of pupils receiving a free education at Government expense was, however, much larger in Government schools than in aided schools. If fees were credited for such free pupils the cost to Government per pupil in Government schools would be \$77.25 and in aided schools \$51.77.

The grants-in-aid paid to Chinese schools amounted to \$77,533, an increase of \$3,892 on the 1929 figure. This is equivalent to \$7.98 per pupil on the average enrolment; such grants, however, are paid on the average attendance and on that basis the amount per pupil was \$9.02.

Fifty-seven thousand eight hundred and seventy-four dollars were paid in grants to Tamil schools in Perak and Selangor.

(a) \$33,539 recoverable from the Straits Settlements Government.

(b) \$37,361

(c) \$70,900

(d) Including contributions to the "Lay Teachers' Provident Fund" and Cadet Corps

CHAPTER IV.

PRIMARY EDUCATION—BOYS.

GENERAL.

Primary education in English is of course supplied in the Primary Divisions of English schools, but the vernacular schools are the only ones that can be classed as purely Primary Schools. In them the medium of instruction is Malay, Chinese or Tamil. Malay is the vernacular of the country; Chinese and Tamil are the languages of immigrants. In one vernacular school, in Pahang, the language is Javanese. There are no Government or Government-aided schools of any sort purely for Europeans. There are no vocational Primary Schools.

(a) *Primary Education in English.*—The English schools are either purely Secondary Schools, or Secondary Schools with Primary Divisions (like certain schools in the United Kingdom which have their own Preparatory Schools attached to them), or Primary Schools which are preparatory for and feeders of the Secondary Schools. Primary education in English is given in the first six classes (Primaries I and II and Standards I to IV) of these Primary Divisions or Primary Schools. English is the medium of instruction throughout though it is a foreign language to all but a few European and Eurasian children. Further information about this type of education will be found in Chapter V.

(b) *Malay Vernacular Schools.*—In 1930 there were 442 of these, an increase of 11 over the number in 1929. Two hundred and nine (an increase of 5) were situated in Perak, 75 (an increase of 1) in Selangor, 81 (an increase of 1) in Negri Sembilan and 77 (an increase of 4) in Pahang. They are for the most part rural schools; the very few to be found in towns should also be considered such. New schools were opened in Perak at Chopin, Lempur, Cheh, Tapak Semerang and Sungai Durian, in Selangor at Bukit Kapar, in Negri Sembilan at Rasah and in Pahang at Jeransang, Penjom, Ulu Atok, Kuala Kaong and Pulau Tioman. In Pahang the Ulu Kechau School was closed because of poor attendance.

The average enrolment was 34,065 and the percentage attendance 91.4, an increase of 1,299 in the enrolment with no change in the percentage attendance as compared with the 1929 figures. (Appendix XV refers.)

In centres where there are no girls' schools it is common to find a number of girls attending the boys' schools, a sign of progress in a Muhammadan country. In 1930 there were 4,337 of these, the numbers in the Perak, Selangor, Negri Sembilan and Pahang schools being respectively 1,481, 1,203, 1,092 and 561. Such girls must be under twelve. Co-education, however, is not a policy of the department.

Attendance is compulsory for boys between the ages of seven and fourteen who live within a radius of two miles of a school. In cases of non-attendance the parents or guardians may be summoned and fined. It is found now-a-days, however, that resort to summoning parents and guardians is growing less necessary. The co-operation given by District Officers and Penghulus (local headmen) in the stimulating of educational interest is very helpful and much appreciated.

The education supplied is entirely free. School buildings, quarters for staff, staff emolument and books are all provided by Government.

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The aim in these schools is (i) to give a general and practical education to those boys who have no desire to leave their kampongs (villages) and who will find employment in agriculture, or to those boys who will find employment in appointments in which a knowledge of the vernacular is all that is necessary, and (ii) to provide a sound foundation in the vernacular on which an education in English can be grafted in the case of boys who desire to proceed eventually to an English school. No English is taught.

It has been mentioned above that attendance is compulsory under certain conditions for boys between the ages of seven and fourteen, but parents who wish their children to receive an education in English in addition to that in the vernacular are growing alive to the necessity of sending them to school at the age of five or six so that it may be possible for them to pass out of Standard IV before their eleventh birthdays and in that way to qualify for admission, free of the payment of fees, to the English school. Malay parents are encouraged to act in this way but they are not debarred from sending their children to English schools at the age of six, without their having had any education in the vernacular, provided they are prepared to pay the fees required from parents of other race.

The schools are open four hours a day (usually from 8 a.m. till 12 noon), six days a week (Saturday to Thursday, inclusive) and roughly 240 days a year. They are closed for about five or six weeks at the time of the "Puasa" (fasting month) and for two weeks at the time of the rice-planting and at the time of the harvest. In most schools pupils are assembled at 7.30 a.m. for practical agriculture and physical training.

The school course normally lasts five years, in the course of which the pupils pass through five standards. In some schools a Sixth Standard has been added. In Perak, which had roughly 50 per cent. of the total number of Malay vernacular school pupils in its schools, the percentages of the children in the different standards were as follows:

In Standard I, 36.6; in II, 21.3; in III, 17.8; in IV, 12.3; in V, 11.3; and in VI, 0.7. In Pahang the figures were—Standard I, 27.7; Standard II, 24.7; Standard III, 18.3; Standard IV, 14.1; Standard V, 15.3; Standard VI, nil.

The subjects of the curriculum are reading and writing (both in both the Arabic and the Romanised script), composition, arithmetic, geography, Malay history, hygiene, drawing, physical training, basketry (or some other form of handwork) and gardening.

Physical Training is given in practically all schools; where it is not taught it is because there is no sufficiently well-qualified instructor available. The Chief Superintendent of Physical Education, Straits Settlements and Federated Malay States, was on duty in Selangor during the month of January and spent the rest of the year in Perak. A Malay Assistant Superintendent of Physical Education for Malay vernacular schools in Selangor was appointed during the year. Negri Sembilan and Pahang had no trained supervision. Selangor had the benefit of the Chief Superintendent's services in 1929; Perak had the benefit of them in 1930. In Perak 222 Malay vernacular school teachers from the Larut, Krian, Kuala Kangsar and Kinta districts underwent training in classes conducted by him, and he visited the schools from which they came for purposes of instruction and inspection. Distance and expense precluded visits to other districts. He reported that shorts and singlets had become the usual drill period dress in practically all schools, a satisfactory improvement. The teaching, however, was often inferior and unintelligent; it was the exception to find teachers following any prepared lesson from the text-book; constant supervision and help was and continues necessary. Considerable progress was shown in class work in the schools, as with the introduction of systematic teaching was to be expected. A drill competition was held in Teluk Anson for a cup presented by a Malay gentleman. All the districts named above, with the exception of Krian, were well supplied with playing-fields; in the Krian district, however, any ground available is under water during the whole of the padi season. These fields are not used sufficiently in the afternoons, but the position is difficult to deal with, since many of the pupils live long distances from their schools. In Selangor the result of his work appeared to justify the appointment of the Assistant Superintendent. Physical Training lessons were given in all schools except in those which had no suitable ground available or which had no teachers trained in the subject. Progress continued slow, few teachers prepared their lessons, suitable equipment was lacking even though it was of a kind quite easy of construction by pupils and teachers from materials at hand. Teachers continued instruction in the exercises and games most easily arranged.

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Three hundred and twenty-one out of the 442 schools taught *basketry*, an increase of 32 on the number in 1929. In Perak the number of good baskets completed was not thought satisfactory considering the large number of schools and teachers engaged on the subjects. In *Selangor* there was a distinct improvement on the previous year's work. A Malay Supervisor of Basketry was appointed on the 1st of March and he visited all the schools in the State by districts, spending a considerable period in each district. In *Negri Sembilan* the general standard improved appreciably, it is stated. The work was supervised by a trained Basketry Instructor. The schools exhibited at Agri-Horticultural Shows held in Seremban and Kuala Lumpur and sent consignments of baskets for disposal to the Malayan Arts and Crafts Society, Singapore. In *Pahang* a Basketry Supervisor visited all schools where basketry was taught and gave instruction. Baskets were exhibited at the Agri-Horticultural Show held in Kuala Lumpur, and, as in *Negri Sembilan*, consignments were sent regularly to the Singapore Malay Arts and Crafts Society. (Appendix XVI refers.)

Carpentry was taught at ten schools in Perak and three schools in Pahang. *Wood-carving* figured in one school in Selangor; the work done was good but seemed to lack purpose. *Mengkuang* work, the weaving of mats and baskets from the leaves of varieties of the screw-pine, was done in 16 schools in Selangor; of these those which had gardens grew their own *mengkuang*. *Net-making* was taught in three schools on the coast of Selangor; these now produce badminton nets for other schools in addition to the fishing nets, for training in the making of which the work was first started.

Three hundred and seventy-five out of the 442 schools had *gardens*. The Inspector of Schools bear witness to the very great value of the help over this subject rendered by officers of the Agricultural Department who, in all States, co-operated very thoroughly with them in inspection, instruction and the provision of seeds and implements; a very real improvement has been noticed since the introduction of regular inspections by these officers. In Perak 39 schools exhibited at Agri-Horticultural Shows, and the first prize for the best garden in Perak North was awarded to Jelai School. The Inspector of Schools, Selangor, draws attention to the definite instruction in such subjects as the rotation of crops, manuring, drainage, size of plots, laying-out of flower, fruit and vegetable gardens, etc., which was given by the Department of Agriculture. An element of rivalry was introduced by the institution of competitions for the possession of District Shields and resulted in some excellent work being done. The State Shield was won by Ulu Yam Baharu School. In Negri Sembilan, it is reported, nearly all the gardens were fenced. The schools were congratulated by the British Resident and the Director of Agriculture on the excellence of the exhibits submitted in the Malay Section of the Agri-Horticultural Show held in Seremban. The Wolff cup for the best garden in the State was won by Senaling School. Advice and suggestions on matters connected with school gardening appeared periodically in the monthly gazette "Warta Negri" published in this State for the information of teachers. In Pahang all schools had gardens, and vegetables, fruit trees and plants such as *mengkuang*, *bemban* and bamboo, which provide basketry materials, were grown. General progress was recorded, though the annual floods caused damage in many parts. Prizes were awarded by districts.

Sixteen schools in Perak and seven schools in Pahang either possessed or rented rice-plots and studied *rice-planting* with varying measures of success. In Perak, Titi Serong School for the second year in succession won the gold medal awarded at the Taiping Agri-Horticultural Show for the best *padi* (rice) grown by anyone in the northern half of the State. This is the third year in succession that distinction has been won by a school in an "open" class for *padi*.

Malay vernacular schools do not deliberately supply any vocational training, but the general trend of such training as is given is, while affording a sound grounding in the "three R's", to attempt to foster an interest in agriculture and the other business of the kampongs.

The majority of the schools had playing-fields; each year sees an increase in the number provided. Perak had 107 and Selangor 47, increases of three in each case.

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In Selangor 34 schools had small libraries. They were small because the supply of suitable books has up to date been limited. It is stated that use was made of the libraries and the school newspapers by the people of the kampongs, so these vernacular schools may be developing, in however humble a way, into the literary centres of the surrounding districts.

The total number of pupils who sat for the Standard V examination, excluding those in Selangor for whom figures are not available, was 3,460, and of these 3,026, a percentage of 87.5, were passed. A number of Malay pupils who had proceeded to English schools after passing Standard IV in vernacular schools also sat for this examination. In Negri Sembilan the examination was conducted by means of printed papers under the direction of an Examining Board consisting of the Malay Assistant Inspector of Schools and six group teachers.

The supply of text-books was better than it had ever been in the past, but all of the schools were in every respect satisfactorily equipped.

The 442 schools were graded as follows: Excellent, 36; Good, 284; Moderate Good, 92; Fair, 23; Unsatisfactory, 1; not examined (recently opened), 6. Little change in the efficiency of the schools is apparent in these figures of grading, but it must be kept in mind that the standard of work expected rises year by year.

There were no part-time schools, and single-teacher schools were practically non-existent.

The number of teachers of all grades was 1,314, of whom 724 were trained, 277 were untrained, 281 were pupil-teachers awaiting training and 30 were technical instructors. The average number of pupils per teacher (pupil-teachers and technical instructors included) was 25.9. The Principal of the Sultan Idris Training College carried out the duties of the Assistant Director of Education for Malay Schools throughout the year, and Malay Assistant Inspectors of Schools assisted the State Inspectors in the work of helping, inspecting and examining. (Appendix XIV refers.)

Teachers are chosen from pupils of the vernacular schools who have shown promise. The pupils selected are appointed pupil-teachers on a salary scale of \$15 a month rising by annual increments of \$1 a month to \$20 a month (£21 a year rising by annual increments of £1 8s. a year to £28 a year). At about the age of sixteen these pupil-teachers sit for the examination qualifying for admission to the Sultan Idris Training College. This is to some extent competitive as the number of places available yearly is limited and there are always more candidates who do sufficiently well in it for a pass than there are places. On obtaining places they proceed to the college for a three-year course, at the conclusion of which, and having satisfactorily completed the work expected of them, they become "Trained Teachers". They are then employed as "Assistant Teachers". Later they may become "Head Teachers" (in charge of schools), "Group Teachers" (in charge of one particular school and at the same time supervisors of several neighbouring schools) and "Visiting Teachers" (in charge of the schools of a district). The commencing salary for the lowest grade of trained teacher is \$30 a month (£42 a year), and a final salary of \$160 a month (£224 a year) is a possibility. In 1930 there was continued the payment in addition of the temporary allowances to meet the high cost of living which have been in existence for some ten or eleven years; the rates of these allowances were 15 per cent. on salaries not over \$100 a month (£140 a year) and 10 per cent. on salaries above that figure. Men who reach the status of head teachers are eventually placed on the pensionable establishment of the Government service.

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In Negri Sembilan, with the object of improving the standard of drawing and writing, competitions in these subjects for Malay teachers were held in January.

In Negri Sembilan, at the 1930 annual conference of the Malay Teachers' Association, papers on school gardening and on problems of health and hygiene were contributed by the Agricultural Field Officer and the Medical Inspector of Schools respectively. In Pahang at a similar conference educational subjects of benefit to teachers were discussed. In addition to this conference, monthly meetings of teachers were held in each district, presided over by the Malay Assistant Inspectors of Schools or by group teachers, and instruction in the practice of teaching, hygiene, handwork and other school subjects was given.

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In Perak, Malay Teachers' Co-operative Societies continued to function in Larut and Matang, in Kuala Kangsar, and in Krian, though with indifferent success. The lower Perak association was closed by the Director of Co-operation in 1928. The Senior Education Officers who are usually expected to act as Presidents have no actual control over the working of these associations and the officers appointed by the teachers appear not to be able to run them properly without advice and help which is difficult for Senior Officers to find time to supply.

In Malay schools a new spirit has been noticed during the past few years. The teachers now take almost as much interest in such extramural activities as gardening, training for drill and games competitions, for football league competitions and for school sports as do teachers in English schools. The life in these schools is much fuller than it was a few years ago.

Koranic classes are not under the supervision of the Education Department, but whatever help they can be given is freely supplied. They are often held in school buildings. The hours of instruction vary, but quite commonly are from 1 p.m. to 4 p.m.

(c) *Chinese Vernacular Schools*.—There are facilities for the primary vernacular education of Chinese boys in all villages of any size, and schools of 20 or even fewer students are maintained by the Chinese community so that no one may be denied instruction. Fees of \$1 or \$2 a month are commonly charged but parents who are poor are exempted from payment. Schools which afford reasonable prospects of permanence and which on inspection are found to have reached a fair standard of instruction can usually obtain a Government grant-in-aid if they care to apply for it.

The almost universal language of instruction in these schools is Kuo Yue or Colloquial Mandarin. Little more than ten years ago each Chinese school was conducted in the language of the particular race of Chinese for which the school existed. Enforced by semi-official mandates from China and assisted by the growing spirit of Chinese Nationalism Kuo Yue has in that period superseded these languages. English is taught alongside Kuo Yue right from the first standard.

At the close of 1930 there were 377 registered schools with 903 registered teachers and 22,308 pupils (on whom 5,544 were girls). These numbers show decreases during the year of two in the number of schools and 1,085 in the total number of pupils, and increases of one in the number of teachers and 187 in the number of girls. Undoubtedly the slump conditions which obtained were partly responsible for the decreases. Fifty new schools were placed on the register and 52 defunct schools were struck off. Three

4 p.m.

(c) *Chinese Vernacular Schools*.—There are facilities for the primary vernacular education of Chinese boys in all villages of any size, and schools of 20 or even fewer students are maintained by the Chinese community so that no one may be denied instruction. Fees of \$1 or \$2 a month are commonly charged but parents who are poor are exempted from payment. Schools which afford reasonable prospects of permanence and which on inspection are found to have reached a fair standard of instruction can usually obtain a Government grant-in-aid if they care to apply for it.

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At the close of 1930 there were 377 registered schools with 903 registered teachers and 22,308 pupils (on whom 5,544 were girls). These numbers show decreases during the year of two in the number of schools and 1,085 in the total number of pupils, and increases of one in the number of teachers and 187 in the number of girls. Undoubtedly the slump conditions which obtained were partly responsible for the decreases. Fifty new schools were placed on the register and 52 defunct schools were struck off. Three hundred certificates of registration were issued to teachers. One female teacher was deprived of her certificate on the grounds that she was a person likely to prejudice the interests both of the State and of the students under her. Registered schools were visited at least once in the course of the year by officers of the Education Department. (Appendix XVIII refers.)

Only two of the schools, both of them in Kuala Lumpur, are maintained by Government. The total enrolment was 337 boys and girls, and there were 11 teachers. increases of 82 and 1 on the 1929 figures. Education is free at these schools.

Aided schools numbered 90-51 in Perak, 35 in Selangor, 2 in Negri Sembilan and 2 in Pahang. The number in 1929 was 82. The average enrolment was 9,711 and the percentage attendance was 88.5, an increase of 1,001 in the enrolment and a decrease of 1.2 in the percentage attendance. The total of the grants paid to them was \$77,533 (excluding a special grant of \$190 paid to the Yuk Man School, Kanching, Selangor) and the average *per capita* grant was \$9.02; the total grant shows an increase of \$3,892 over the figure for 1929, though the *per capita* grant shows a decrease of \$0.40; grants are paid half-yearly at *per capita* rates; grants for building are given in special cases. One thousand seven hundred and thirteen pupils received cheap railway tickets at a cost to Government of \$5,857. These schools were visited at least twice in the course of the year by officers of the Education Department. (Appendix XIX refers.)

The primary course in Chinese schools normally takes six years to get through. As most of these schools are run by private persons or private managements, Government has little if any control over the fees charged, the hours of attendance or the

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The qualifications of Chinese teachers vary considerably. There are still some small old-fashioned schools where the teacher's only qualification is an education in Chinese classics. In the new style schools, which form the great majority, most of the teachers, including nearly all who have received a higher education have been educated in China. In order to meet to a slight extent the growing demand, Government Teachers' Training Classes have been held in the evenings in Kuala Lumpur since 1924.

Practically all of the text-books used in Chinese schools are published and printed in Shanghai. Some of these are not entirely suitable for the schools of British Malaya and in 1930 the use of the San Shi Toi series from the Commercial Press Limited, and of the San Hok Chai and the Shen Chu I series from the World Book Company Limited, both of that city, was prohibited.

In Perak at Kampong Koh, Sitiawan, classes in Malay were started for certain Foo Chow Chinese children attending a Chinese vernacular school. The area alienated to the Foo Chow Chinese in the district had become overcrowded and it was found that labourers going to other districts in search of work failed to obtain it because their dialect was not intelligible to the Chinese they met and because they knew no Malay. The classes were well attended and good progress was made.

A similar request for a Malay school was received from a village at Tasek in Kroh district mainly inhabited by Siamese; apparently the reason for this request is the same as at Sitiawan—the desire of the Siamese population to be able to mix with their Malay neighbours and to be able to look for employment outside their own immediate neighbourhood. The villagers have already put up a school building.

(d) *Tamil Vernacular Schools.*—At the close of 1930 there were 333 registered Tamil schools with an average enrolment of 12,640 and a percentage attendance of 92.9. These figures show a decrease of six in the number of schools, but increases of 224 and 0.6 respectively on the other figures for 1929. A few Telegu schools are included in these returns. (Appendix XVII refers.)

There were 15 Government schools, a reduction of three on the 1929 figure; nine (a reduction of three) were in Perak, five in Selangor and one in Negri Sembilan. A few of the other schools were run by Tamil Committees and by missionary bodies, but the great majority were conducted by the managements of the estates on which the pupils' parents were employed.

Though there is no policy of co-education it is usual to find girls attending these boys' schools. In Perak about 30 per cent. of the pupils were girls; in Pahang the proportion was approximately 20 per cent.

The school course lasts six years, but it is unusual to find pupils attending for so long. Children enter the school about the ages of five or six and may continue to attend till about the ages of twelve or thirteen. Estate schools are held in the mornings or in the afternoons or in some cases both morning and afternoon. The hours of instruction should be four a day but may, with permission, be fewer. No fees are charged in Government or Estate Tamil schools but there are a few private schools in which the pupils pay. Many children work on the estate in the morning and are too fatigued in the afternoon to derive much benefit from their school work.

The subjects of the curriculum were the ordinary elementary school subjects. The progress made was, in general, fair, though the work varied considerably between school and school; some of the schools, however, compared quite favourably with the average Malay school. The girls at four schools in Selangor presented needlework which was adjudged fairly satisfactory. No English was taught. Progress in Tamil, which was adjudged fairly satisfactory, owing largely to the unsettled conditions of the district, was hampered by frequent changes of staff, unpunctuality and irregularity.

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(d) *Tamil Vernacular Schools*.—At the close of 1930 there were 333 registered Tamil schools with an average enrolment of 12,640 and a percentage attendance of 2.9. These figures show a decrease of six in the number of schools, but increases of 24 and 0.6 respectively on the other figures for 1929. A few Telegu schools are included in these returns. (Appendix XVII refers.)

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Though there is no policy of co-education it is usual to find girls attending these boys' schools. In Perak about 30 per cent. of the pupils were girls; in Pahang the proportion was approximately 20 per cent.

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The work of the Government and aided schools was examined by Tamil Assistant Inspectors of Tamil Schools of whom there were five, one in Perak, three in Selangor and one in Negri Sembilan.

On the 18th September, Mr. G. R. M. Millar was appointed the first Inspector of Tamil Schools, though the post had been held previously for a month or two by an officer of the Civil Service. He was stationed at first in Taiping but was transferred to Kuala Lumpur on the 30th November. The appointment is a Federal one.

The number of teachers in Tamil schools was approximately 382, of whom 68 were trained, 140 had satisfactorily passed through at least Standard VII and 174, the remainder, had lower qualifications. The average number of pupils per teacher was 28, and the average wage per teacher was \$23.74 a month, varying from \$29.00 for the trained teachers to \$19.43 for the teachers with the lowest qualifications. Some of the teachers are kanganis, clerks or dressers, who take charge of the schools in addition to their other duties.

No training of teachers for Tamil schools is done in the Federated Malay States. A register of Tamil teachers out of employment was started by the Inspector of Tamil Schools, Federated Malay States, and six trained teachers and 40 untrained teachers asked to be registered; seven posts were filled from amongst those registered.

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(e) *Vocational*.—Under this heading should possibly fall the Government evening classes in English conservation and composition which have been established at certain centres chiefly for subordinate officers to whom an elementary knowledge of English may prove useful. In Pabang, there were six such schools with an average enrolment of 71 pupils (including one girl); the total cost to Government in respect of these six schools was \$3,589.35.

The English schools, i.e., the schools in which an English education is supplied and in which the medium of instruction is English, are almost the only schools which can be looked on as supplying a secondary education, though there were 7 Chinese schools (3 in Perak and 4 in Selangor) which had developed beyond the primary stage (a six-year course) and had secondary departments. The secondary course provided in fully developed "Middle Schools" in China lasts for six years, but in Malayan Chinese schools it is limited to three years, the first half of the full course; at the end of 1930 there were approximately 281 boys in these schools and as a rule they paid fees at the rate of from \$3 to \$4 a month.

The English schools are either preparatory (feeder) schools for Secondary Schools or they are Secondary Schools with Primary Departments or they are purely Secondary Schools, though in 1930 there was only one of the latter (the Victoria Institution, Kuala Lumpur). The majority of the schools belong to the second class though there is a tendency, where there are several Government schools in populous centres, to set apart one of them for more or less purely secondary work and to use the other schools as feeders to it. The Missionary schools prefer on religious grounds to keep their pupils from infancy to adolescence. A parent who sends his child to an English school almost invariably intends to keep him there till he has obtained the Cambridge Junior Local Certificate at least and is not likely even then to withdraw him if there is any prospect that the boy will be able to secure the School Certificate.

The pupils are drawn from all races and from all classes. They are accepted at the age of six or seven and they normally pass out of the school with the Junior Certificate at the age of sixteen or seventeen or with the School Certificate a year later.

The fees are \$30 (£3 10s.) a year for the first six years, i.e., for the years spent in the Primary Division of the school, and \$48 (£5 12s.) a year for the remaining period. These fees are payable monthly. Attendance, of course, is not compulsory.

Free education to children of races other than Malay is granted in necessitous cases, usually where the parents are poor and there are two children of the family already in school and paying fees. Mission schools, in addition, are permitted to give free education to five per cent. of their pupils at Government expense. Malay boys are in a different category. If they pass Standard IV satisfactorily in the vernacular school before they reach their eleventh birthdays they are accepted in English schools as free scholars and some are in addition given scholarships of \$10 a month (£14 a year). The privilege of free education and the holding of a scholarship is subject to yearly revision and boys who are doing unsatisfactorily may have the

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Three hundred and seventy-seven of the pupils attending these boys' schools were girls but co-education is not a policy of the Education Department. In these cases there was no girls' schools in the neighbourhood. There were no girls in the Selangor schools. A few boys were to be found in girls' schools but the department discouraged this practice.

The number of English boys' schools in 1930 was 35 (23 Government and 12 aided). No new school was opened and one aided school (the Anglo-Chinese School, Port Swettenham) was closed. The average enrolment was 13,679 (7,348 Government and 6,331 aided) and the percentage attendance was 95.2 (95.8 Government and 94.5 aided). There was no change in the percentage attendance on that for 1929 but the enrolment showed an increase of 532. The schools are situated in the towns and larger villages. They are open at least 190 school-days (Mondays to Fridays inclusive) a year and their hours are either from 8 a.m. till 1 p.m. (most commonly) or from 9 a.m. till 12 noon in the morning and from 1 p.m. till 3 p.m. or later in the afternoon. Some schools were open in the afternoon for preparation and for extra classes. The school year was divided into three terms and the same terms were observed by all schools. The longest vacation lasted from the 14th December, 1929, till the 19th January, 1930. (Appendices I and II refer.)

Standard I, Standard II . . . Standard VII, the Junior Certificate Class and the School Certificate Class. There are eleven classes in all and pupils normally spend one year in each. The Primary Classes and the first four standards compose Primary Schools or the Primary Divisions of Secondary Schools. Out of 13,514 pupils at school in 1930, 9,100 were in Primary Classes or Standards I to IV (the Primary Division and 4,414 in classes above these, 1,090 being in the two classes preparing pupils for the Cambridge Junior Local and School Certificate Examinations. (Appendix X refers.) From figures supplied by the Inspector of Schools, Perak, it would seem that a rough and ready rule for finding the average age of the boys in his State who had completed a year in a class in 1930 was to take $7\frac{1}{2}$ as the figure for those who had completed Primary I, $8\frac{1}{2}$ for those who had completed Primary II, and so on up to and including Standard II; in Standard III, however, there was a break in the sequence, the age being $12\frac{1}{2}$ instead of $11\frac{1}{2}$, but the rule continued good thereafter till the Junior Cambridge Class was reached with the figure $17\frac{1}{2}$, though the average age of the School Certificate Class was only five months more. It is probable that the break in the sequence indicates that when last year's Standard II first started school there was a tightening up of the enforcement of the regulations regarding age of admission. It is natural, too, to find less than a year between the average ages of the school and Junior Certificate Classes; it is the younger boys who stay on to sit for the School Certificate after obtaining the Junior Certificate.

Pupils attending these schools come from all parts of the world. When they are admitted to the lowest Primary Class they seldom know English and it is common to find as many as seven or eight mother-tongues in that class. They also, at that age, seldom have any knowledge of Malay, the "lingua franca" of the country, and in teaching these Primary Classes the English which is the language of the schools recourse must of necessity be had to the "Direct Method". Of 13,407 pupils, 548 were Europeans or Eurasians, 2,726 Malays, 6,287 Chinese, 3,708 Indians and 138 of other race. It may be said that as a rough general rule the Europeans (who are very few in number) and the Eurasians go mostly to the Christian Brothers' Schools, the Malays to the Government schools, the Chinese to the Anglo-Chinese Schools of the Methodist Episcopal Mission and the Indians in about equal numbers to all. (Appendix III refers.)

Malay boys who came from vernacular schools after passing Standard IV were, where possible, placed in special classes and given an intensive training in speaking and writing English. They spend two years in these special classes and are expected by the end of that period to be fit to join the ordinary Standard IV; some are found fit to join Standard V at the commencement of their third year. They come from the vernacular school with no knowledge of English but with a pretty sound knowledge of arithmetic, geography, etc., and a familiarity with roman script. They do not leave Malay during their first three years in the English School but they return to it in their fourth year and they usually present it at the Cambridge Certificate Examinations. In 1930 the recommendations of the Departmental Committee which sat in 1923 to deal with the problem of these "Special Malay Classes in English Schools" were put into practice and it was satisfactory to find that Principals reported the experiment suggested was working well.

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The usual school subjects were taught—English in all its branches, arithmetic, geography, history (a general survey of World History to begin with, English History in the Middle School, and British Empire History, as a rule, to finish with in the Secondary Classes), handwork (arts and crafts, including drawing), hygiene and physical training, with mathematics, science, shorthand and book-keeping, and, in some schools, an additional language in the more advanced classes. Pupils often present their mother-tongues—Malay, Tamil, Urdu, Chinese, etc.—at the Cambridge Examinations but, with the exception of Malay, these are not generally taught in the schools; languages other than English are not included in the curriculum, though some schools give instruction in Latin, Tamil, etc., in out-of-school hours.

The handwork in the Primary Division classes was good in the larger schools which had European mistress in charge of it, but less satisfactory in the others. A number of the usual forms of the subject—paper folding, tearing, cutting, modelling, etc.—were to be found in most schools, and it was generally correlated to some extent at least with the work in other subjects. In Perak there was some *printing of design from blocks made from potatoes* and the Acting Headmaster of the Anderson School, Ipoh, held classes for teachers in the *making of bags, pocket-books, etc., from crocodile skin*. The Art Superintendent, Federate Malay States, was posted for duty to Selangor and he was employed in the training of teachers and in teaching, supervision and inspection in the Government schools. Of all the forms of drawing, *Memory Drawing* was given most attention. The following branches of handwork were introduced: *Bamboo work* (the making of such things as kites, lanterns, etc.), *Pottery*, *Book-binding* and *Block-printing* (using potatoes, linoleum and wood), *Pottery* (decorated in water-colour), *Wood-carving* (which was best done by Malay boys, as a

the schools.

One or two schools had gardens but *gardening* as a subject was not given much attention.

Hygiene was a subject of the curriculum in every class. In the lowest classes it was purely practical, but theory was introduced in the upper divisions of the schools and practically all candidates for the Cambridge Certificates presented it on a syllabus specially drawn up for Malaya. Pamphlets on tropical diseases are from time to time sent out to all schools.

The Education Code calls for at least three twenty minutes periods of *Physical Instruction and Training* in the course of a week for each class in all schools. The Chief Superintendent of Physical Education, Straits Settlements and Federated Malay States, spent all but the first month of 1930 in Perak; he was in Selangor during January. In Perak, it is reported, considerable improvement was effected as a result of his presence in the State; marked progress, particularly in the smaller schools, was evident. Some of the schools laboured under difficulties in respect of space or of staff and progress cannot but continue slow in them so long as the 1930 conditions obtain. By the end of the year it was a rule in practically all schools that the pupils should appear on drill days in shorts and shirts or singlets. Complaint is made that the teachers would not make regular use of the text-book and did not prepare schemes of progressive work for their classes. The introduction of a large number of new games and "break exercises" did much to add to the pupils' interest in the daily lessons. The general standard of Physical Training in Selangor could be regarded as satisfactory. All physical training was taken in the open; no school had a gymnasium. In Negri Sembilan the standard of work left much to be desired; there were no teachers who had had any systematic instruction in the subject and marked improvement could not be expected. The position was much the same in Pahang. The text-book used was the English Board of Education Syllabus.

Science teaching was confined to the Victoria Institution, Kuala Lumpur. It, however, has fully equipped modern laboratories and lecture rooms. A science master was posted to the school on the 7th March, 1930, and a four-year course in general science was drawn up and started. It was decided not to begin teaching the subject to the Cambridge Certificate Classes till the boys had had two years of instruction before joining them. It is hoped to present science at the examinations for the certificates in 1932.

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Commercial subjects did not receive a great deal of attention though book-keeping was fairly commonly presented at the Cambridge Examinations. Shorthand was seldom a subject of the curriculum; in Perak, for example, it was taught at only one school and that one a girls' school. There appeared to be no lively demand for commercial training in schools.

The following additional activities may be mentioned:

- (a) Afternoon classes for the preparation of homework were held at a few schools and would appear to be proving of use, though it cannot be said that they have yet achieved more than moderate success.
- (b) Weekly talks were given in certain schools at assembly times.
- (c) The majority of the schools possessed gramophones, and "linguaphone" and other similar records were used. It has been found, however, that so far the teachers have benefited more than the pupils.
- (d) The Victoria Institution had a full-sized cinema projector in use for a few months. Other Kuala Lumpur schools were invited to attend performances. The projection, however, left much to be desired. The Methodist Boys' School, Kuala Lumpur, used a 16 mm. machine. The Malay College, Kuala Kangsar, and the Sultan Idris Training College, Tanjong Malim, also had full-sized projectors.
- (e) Libraries increased in number, size and usefulness. Small libraries of books of reference were kept by Inspectors of Schools for the use of teachers in their States; complaint is made that they were not so available as often as they should have been. A number of schools had libraries as often as they should have been. A number of schools had libraries as often as they should have been. A number of schools had libraries as often as they should have been.

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apart as a reading-room for the pupils; it was generally well equipped with periodicals and it was always satisfactorily used. Complaint is still made, however, that there was evidence of a need for more general reading among the senior pupils; these pupils, however, had little time to devote to this.

- (f) Literary and Debating Societies were common. A number of schools had orchestras and occasionally a concert was given. In many schools portions of the Shakespearian play which was being studied was acted.
- (g) In the majority of schools the pupils produced magazines or annuals and these were generally of a high standard of excellence.
- (h) The "House" system was in vogue in most schools and was giving satisfactory results.
- (i) Certain schools ran "tuck-shops" which managed to make a very satisfactory profit, while supplying wholesome food as cheaply as the hawkers to whom, in other circumstances, the pupils would have had to have recourse. The profits were devoted to school purposes. Most schools had "tiffin" sheds.
- (j) A number of schools had their own book-shops; these, as a rule, supplied books and school materials to the pupils at lower prices than would have had to be paid in shops. The profits made were in this case also devoted to school purposes for the benefit of the pupils.
- (k) Empire Day, the King's Birthday, Armistice Day and Goodwill Day were all suitably celebrated in every school. On Armistice Day poppies for Earl Haig's Fund found a ready sale.

Six hundred and forty-five boys sat for the Cambridge Junior Local Certificate Examination and 325 passed, a percentage of 52.1; the 1929 figures were 571, 287, and 50.3. For the School Certificate Examination the corresponding figures were 290, 166, and 57.2; the 1929 figures were 253, 156, and 61.6. Eight "Honours" Junior Certificates and 12 "Honours" School Certificates were awarded. A number of private candidates, also, presented themselves, the figures being 199 for the Junior Certificate, of whom 21 passed (a percentage of 10.6), and 122 for the School Certificate, of whom 36 passed (a percentage of 29.5). Eighty-six Malay boys obtained the Junior Certificate and 33 the School Certificate. It is interesting, and to some may be surprising, to note that the percentages of the numbers of Malay boys to the total of all who gained certificates were respectively 26.5 and 21.2; the percentage of Malay boys in schools was 19.9.

One hundred and fifty-seven of the 166 School Certificates earned were in the form of the Special Certificate for Malaya, which differs from the ordinary form of the certificate in that a pass in English is compulsory (which is not the case for the ordinary certificate) and in that no second language is required.

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The spoken English of 25 per cent. of the candidates for the Junior Certificate and of each candidate for the School Certificate was examined by the Chief Inspector of English Schools. Of the 956 candidates, boys and girls, for the Junior Certificate 79.2 per cent. passed, and of the 492 for the School Certificate 81.3 per cent. passed.

No hard and fast rules govern the superannuation of pupils. A pupil, however, is ordinarily not retained in an English school if he fails twice in the same class. Pupils who are over-age for their classes and whose progress is not normal may also be superannuated. Only the superannuation figures for Perak are available; 245 boys out of an average enrolment of 6,024 in 1930 were superannuated, a percentage of 4.1. The combined figures for a Government and an aided school in that State show that, out of 95 candidates for the Cambridge Junior Certificate, 15 were a year younger than the normal age at which candidates are expected to sit for it, 47 were of normal age, 24 were a year older than the normal, 7 were two years older and 2 were three years older; in considering these figures, however, it must be remembered that the rules governing age of admission were not so strictly enforced at the time these candidates joined the school as they are now.

There was no scheme of co-operation with employers but it was common for Government departments to report from time to time that vacancies existed and these vacancies were brought to the notice of the pupils through their Principals. Pamphlets containing information as to conditions of service in the various Government departments were in the hands of all Principals. Committees to help to obtain employment for Malays were in existence in Taiping, Ipoh, Kuala Lumpur and Seremban, and the Education Department co-operated with these Committees to the best of its ability; an officer of that department was generally to be found serving on them.

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The Malay College, Kuala Kangsar, was the only school in the country which was purely a boarding school, though quite a number of the other schools, which are properly "day schools", had boarding establishments attached to them. The Malay College is for Malays only, particularly for those of royal blood or of good family. At the beginning of 1930 it had 133 pupils. During the course of the year 15 left and 11 joined leaving the number of pupils at the end of 1930 at 129. The great majority of the pupils came from the States of the Federation, but a few—7 from Kelantan and 3 from Trengganu—were from the Protected Unfederated States. The staff consisted of the Headmaster, Mr. C. Bazell, two European Assistant Masters, three European Assistant Mistresses and three local Assistant Masters. The general health of the boys was good though one Selangor boy had a fit at school in September and died at home early in October. Two visits were paid by the Dental Surgeon; the percentage of dental caries was found to have fallen from 69.9 to 37.1. A smallpox scare had as a result the vaccination of the whole school in August. In December, ten boys sat for the School Certificate Examination and nine for the Junior; of these, seven passed the former and all the latter. The low age of some of the boys obtaining the School Certificate is making it necessary to contemplate a higher examination for the better boys. The school Cadet Corps was on the average 46 strong. The Scouts were 75 strong; the senior troop was inspected in May by the Commissioner for Malaya who expressed himself as quite satisfied with its efficiency; in March, Inche Jalaudin, District Scoutmaster, Kuala Kangsar, a master, was presented with the Gold Medal of Merit by His Excellency the High Commissioner. Games are compulsory and are association football, cricket and hockey, in their seasons; tennis and fives are also popular. Owing to a local drought the swimming bath was empty for a long time but in normal times it is much used. At the sports the prizes were given away by the Raja Puan Muda. Student probationers under the scheme for Malay Officers (Administrative Branch) studied at the College and did well; two left in July after passing in Law and General Orders; three new probationers arrived in August and had passed in General Orders and Colonial Regulations by the end of the year. A practical motor engineering class was held during the second half of the year; the College is much indebted to Mr. Clarkson of the Public Works Department for kindly giving his services in his spare time to the teaching of this work.

The number of the teachers in the English schools, boys and girls, in 1930 was 624. As the total enrolment of these schools was 18,155, the average number of pupils to a teacher was 29.1, an increase of 0.4 on the figure for 1929. In addition 96 Student Teachers undergoing training. Of the 29 being employed by Government

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Student teachers draw allowances of \$50 a month (£70 a year). Untrained local male teachers are paid \$80 a month rising by annual increments of \$10 a month to \$100 a month (£112 a year rising by annual increments of £14 to £140). Trained local male teachers draw \$130 a month rising by annual increments of \$10 a month to \$300 a month (£182 a year rising by annual increments of £14 to £420). Five per cent. of the trained local teachers draw superscale salaries of \$400 a month (£560 a year). Local teachers who hold degrees of certain British Universities may receive in addition a pensionable allowance of \$50 a month (£70 a year) till promoted to superscale appointments. Male Missionary Teachers are paid \$300 a month (£420 a year). European Masters in Government schools receive \$400 a month rising by annual increments of \$25 a month to \$800 a month (£560 a year rising by annual increments of £35 to £1,120). For these European Masters there are a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

CHAPTER VII.

TRAINING OF TEACHERS—MALE.

(a).—TEACHERS IN MALAY VERNACULAR SCHOOLS.

As mentioned in Chapter IV, those who are to become teachers in vernacular schools are in the first instance selected from pupils who have shown promise. They are appointed pupil-teachers. As pupil-teachers they both teach and study till they attain their sixteenth birthdays about which time they sit for an examination qualifying for admission to the Sultan Idris Training College, Tanjong Malim. If they do sufficiently well they are accepted into the college and there undergo a three-year course in Malay Language and Literature, Arithmetic, Malay History, Geography, Hygiene, Physical Training, Writing, Drawing, Gardening, Basketry, Theory and Practice of Teaching and Religious Knowledge (Koran). Graduates of the college are graded as "Trained Teachers".

The Sultan Idris Training College, though originally built to train teachers for the schools of the Federated Malay States and the Straits Settlements, now accepts small numbers from the Unfederated Malay States and from Sarawak and Brunei. The Federated Malay States bears two-thirds of the running expenses. At the end of 1930 the staff in residence consisted of the Principal, two European and 19 Malay Assistant Masters, two Religious Instructors, one Basketry Instructor and one Music Master; one of the European Assistant Masters was a qualified Master of Method who was appointed on the 6th of March. The European Agricultural Instructor was transferred on the 15th of August and was not replaced.

At the beginning of 1930 there were 391 students in residence and at the end of the year the number was 388 students and one probationer; 209 of the students were from the Federated Malay States, 99 from the Straits Settlements, 75 from the Unfederated Malay States and 5 from Brunei and Sarawak.

The health of the students generally was, as usual, poor at the beginning of each term and better as the terms progressed. There were five cases of typhoid during the year; all recovered. One student died in hospital of Status Epilepticus and one was transferred to a Leper Asylum.

At the Annual Examination which was held in December 122 candidates sat for the final examination and all passed, the certificates obtained being as follows:

First Class Certificates	...	...	...	...	...	...	—
Second Class Certificates	...	...	...	...	...	...	33
Third Class Certificates	...	...	...	...	...	...	71
Fourth Class Certificates	...	...	...	...	...	...	—
Ordinary Certificates	...	...	...	...	...	...	18
Failed	...	...	...	...	...	...	—

The absence of any First Class passes and the comparatively small number of Second Class passes is due to the poor results in Geography and Arithmetic, in which subjects the standard demanded was probably higher than that required in 1929.

All the second-year students, 131 in number, qualified to enter the third year, and all but six of the 137 first-year students to enter the second year. The six first-year students who failed were not allowed to return to the College.

By the end of 1930, 1,650 students had been trained in this and earlier colleges—705 in the Malacca College, 200 in the Matang College and 745 in the Sultan Idris College.

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Progress in the ordinary school subjects was considered satisfactory though the students were not up to the average in quality; a number of students evinced a particular interest in drawing and painting and at the suggestion of the students themselves it was decided to hold a holiday course in these subjects. The progress in handicrafts and gardening was good considering the difficulties faced by the teachers, but new experiments in practical gardening were not carried through with the enthusiasm that is usually apparent. Apart from basketry, which was compulsory, book-binding was the most successful handicraft. The baskets made during the year numbered 1,820, and of the stock-in-hand 1,855 were sold for \$697.88; the sale of baskets sent to the Malayan Information Agency in London realised £45 1s. 4d. which amount will be credited to the 1931 revenue. Practical teaching received an impetus from the appointment of the European Master of Method and the completion of the new Practising School, which is managed as far as possible on the lines on which a Malay vernacular school should be run, groups of the students spending a week at a time as assistant masters.

Other activities of the College included education by cinematograph, in-door and out-door games, athletics, swimming, debating society, the production of a College Magazine ("Chendëra Mata"), the running of a tuck-shop, volunteering and scouting. Association football and hockey were the most common of the out-door games, though volley ball was also played; every student took part in some game at least four afternoons a week if weather and health permitted. The annual athletic meeting was most successful, the College records for the long jump and the 440 yards being broken. The College contingent of the Malayan Volunteer Infantry had a strength of three officers and 209 other ranks including recruits; the ordinary course of training was carried out and the annual camp was held as usual at Port Dickson; the company received a very favourable report from the Adjutant of the Federated Malay States Volunteer Forces. At the end of the year the strength of the College troops of Scouts was 199.

The maintenance figure in 1930 was \$382 as compared with \$384 in 1929; this figure does not include any allowance for depreciation of buildings, leave and passages of masters, or pensions.

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Amongst others who visited the College were H.E. the Acting High Commissioner (the Hon'ble Mr. John Scott, C.M.G.), the Chief Secretary to Government (the Hon'ble Mr. C. W. H. Cochrane, C.M.G.), the Raja Muda of Perak, and the Commandant and Staff Captain of the Federated Malay States Volunteer Forces.

Attached to the College was the Malay Translation Bureau with a personnel of one Senior Translator, three Translators, Grade III, three Probationary Translators and two Malay Writers. It produced the following new publications in the course of the year: "Sang Lomëri" (a translation of "Reynard the Fox" by Mr. A. W. Hamilton of the Federated Malay States Police), "Pulau Emas" (a translation of "Treasure Island"), "Chërita Sherlock Holmes" (a selection from the "Adventures of Sherlock Holmes"), "Chëndëra Mata", Nos. XIV and XV (the College Magazine),

"Sējarah 'Alam Melayu III," (Volume III of a History of the Malays by Inche Abdul Hadi), "Ilmu Alam Eropah" (a text-book on the Geography of Europe), "Ilmu Alam America" (a text-book on the Geography of America), "Latehan Ilmu Alam" (exercises on the Geography of the Malay Peninsula), "Ilmu Geometry" (a text-book on Geometry), "Latehan Tuboh," Parts I and II (a text-book on Physical Training by Mr. J. W. Jefferson, Chief Superintendent of Physical Education, Straits Settlements and Federated Malay States), and "Rajah-Rajah Anyaman" (a text-book on Basket-making); "Pulau Emas" and "Chērita Sherlock Holmes" were produced for the Malay Home Library Series. In addition a number of re-prints were arranged for. The Bureau also did work for other departments and public bodies, translating pamphlets into Malay for the Committee of Public Health Education, the Malayan Volunteer Infantry, the Boy Scouts Association, the Co-operative Department, the Posts and Telegraphs Department, etc.

The classes in physical training for teachers in Malay vernacular schools which were held at various centres in Perak by the Chief Superintendent of Physical Education are mentioned in Chapter V.

(b).—TEACHERS IN CHINESE VERNACULAR SCHOOLS.

Normal training for males was confined to the Government Normal Classes held in the Davidson Road School, Kuala Lumpur. A two-year course is provided, it was formerly a four-year course but it was found that many students left at the end of two years. In 1930 there were 17 male students in the first year and four in the second year.

The number of trained male teachers who have graduated from these Normal Classes is 8 in all—4 in 1928 and four in 1929; 3 of each batch are now teaching in local schools.

(c).—TEACHERS IN TAMIL VERNACULAR SCHOOLS.

There were no classes or institutions in the Federated Malay States for supplying training to these teachers.

(d).—TEACHERS IN ENGLISH SCHOOLS.

There was no central college for the training of teachers for English schools. As in the past the training was supplied at Normal Classes held at one centre in each State with the exception of Perak where a full course was conducted at Taiping and a part of the course at Ipoh (in 1930 the second year); in Pahang the tuition was carried on by means of a correspondence course as it was impracticable to collect all the untrained teachers into one centre. The students attending these Normal Classes, men and women alike, are required to have obtained the Cambridge School Certificate with credit in at least two of the subjects English, Elementary Mathematics, History, Geography and Drawing, or a certificate accepted by the Director of Education in lieu thereof, and they must be at least 16 years of age; they must also have satisfied the Education Department in an Oral English examination. They are appointed student teachers and they then spend three

The figures for the women were:

Year.	No. who sat.					No. who passed.				
	Perak.	Selangor.	N. Sembilan.	Pahang.	Total.	Perak.	Selangor.	N. Sembilan.	Pahang.	Total.
First year	6	14	...	...	20	5	13	...	...	18
Second year	6	7	3	...	16	6	7	3	...	16
Third year	8	4	2	...	9	3	4	2	...	9
Totals ...	15	25	5	...	45	14	24	5	...	43

Yearly, certain students—who may be school pupils, student teachers, or trained teachers—are selected and given three-year scholarships to Raffles College where they undergo a course which approaches university standard to fit them to undertake the teaching of subjects in the secondary classes of the English schools. They are allowed to specialise in certain branches and when they satisfactorily complete their studies and return to teaching they receive in addition to the ordinary salary the \$50 monthly allowance (£70 annually), which is mentioned in Chapter V as being paid to graduates of certain universities. At the close of 1930 the number of such students was:

	First year.	Second year.	Third year.	Totals.
Perak	10	9	5	24
Selangor	5	5	4	14
Negri Sembilan	5	3	3	11
Pahang	2	1	—	3
Totals ...	22	18	12	52

The students who were returned during the year because of failure to reach the prescribed standard of examination requirements numbered 5, 2 from Perak and 1 each from Selangor, Negri Sembilan and Pahang.

Courses in physical training for teachers still attending the Normal Classes were conducted by the Chief Superintendent of Physical Education at Taiping and Ipoh, and for trained teachers at these same centres and at Kuala Kangsar. There were also classes for both untrained and trained women teachers at Taiping and Ipoh, from February till November. The attendance was satisfactory, and was better than that of the men, and the attendance

Perak	...	10	...	9	...	5	...	14
Selangor	...	5	...	5	...	4	...	11
Negri Sembilan	...	5	...	3	...	3	...	3
Pahang	...	2	...	1	...	—	...	—
		—		—		—		52
Totals	...	22	...	18	...	12	...	—
		—		—		—		—

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Classes in Folk Dancing were held by the same officer at Taiping and Ipoh and though they were intended for women a number of men were allowed to join the Taiping class, an experiment attended with success.

The examination of the teachers who attended the Physical Training Classes held in Selangor in 1929 was held at the beginning of 1930, and of the 40 teachers who entered 25 qualified; 54 of the 135 trained teachers in English schools in Selangor are now qualified to conduct physical training.

The Art Superintendent, Federated Malay States, held courses in art for trained teachers at Kuala Lumpur, Klang and Kajang. The classes were attended by 70 teachers and certificates were issued to 52. The chief aim of the instructor was to interest teachers in the making of things and no attempt was made to carry through a scheme of work which could be slavishly followed in the schools. Introductory lessons mainly concerned with drawing were followed by pattern making and simple book-binding; the patterns were printed from potato blocks to begin with and later from blocks made from linoleum, the printing being done in one, two or more colours; writing and lettering followed, the roman alphabet in its essential forms and proportions being studied; the final exercise was intended to combine much of what has been learned during the year and it took the form of a Calendar or Christmas card, in two or more colours, printed from linoleum blocks.

CHAPTER VIII.

FEMALE EDUCATION.

A.—PRIMARY EDUCATION.

A primary education was obtainable by girls nearly everywhere either in girls' schools proper or in mixed schools or in boys schools. Most vernacular schools admit a few children of the sex opposite to that for which they are primarily intended though one of the sexes must be limited to children under the age of twelve.

(a).—MALAY VERNACULAR SCHOOLS FOR GIRLS.

The demand for the education of Malay girls continued to grow, though not so rapidly as in 1929. In 1930 there were 4,941 girls in attendance at girls' schools and 4,337 in attendance at boys' schools, a total of 9,278. In 1929 the figures were 4,580, 3,717 and 8,297. There was thus an increase in the enrolment of 981, equivalent to a percentage increase of 11.8; for Malay boys there was an increase of 4.0 per cent. The increase in the enrolment of girls from 1928 to 1929 was 22 per cent. The percentage of girls in the Malay boys' schools to the total enrolment of these schools was 12.7, i.e., on the average one in every eight pupils was a girl; in some small schools there were as many girls as boys. Taking the Federated Malay States as a whole, three Malay girls to every eleven boys were receiving an education in Malay vernacular schools.

The number of girls' schools increased from 77 to 82. Sixty (an increase of 3) were situated in Perak, 10 in Selangor, 7 in Negri Sembilan and 5 (an increase of 2) in Pahang. They were for the most part rural schools; even those situated in towns should be considered such. New schools were opened in Perak at Layang-Layang Kiri, Changkat Jong and Sungai Raya, and in Pahang at Kuala Lipis and Kampong Merhum; in addition women teachers were appointed to a number of boys' schools.

The average enrolment was 4,941 and the percentage attendance was 89.3, an increase of 361 (7.9 per cent.) on the enrolment for 1929 and a decrease of 0.2 on the percentage attendance. (Appendix XV refers.) Attendance was, of course, not compulsory.

As in the case of the Malay vernacular boys' schools the education supplied is entirely free. The schools are open for much the same number of hours a day and days a year as the boys' schools, and the full course normally lasts for five years in which period the pupils pass through five "Standards". The combined figures of two States show that of the total enrolment the percentages of girls in the various standards was as follows: In Standard I, 42.1; in II, 21.4; in III, 18.1; in IV, 11.2; and in V, 7.1. These figures compare very favourably with the similar figures for boys' schools in Perak, as will be seen if reference is made to Chapter IV. The increase in Standard I was due in part at least to the new

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As in the case of the Malay vernacular boys' schools the education supplied is entirely free. The schools are open for much the same number of hours a day and days a year as the boys' schools, and the full course normally lasts for five years in which period the pupils pass through five "Standards". The combined figures of two States show that of the total enrolment the percentages of girls in the various standards was as follows: In Standard I, 42.1; in II, 21.4; in III, 18.1; in IV, 11.2; and in V, 7.1. These figures compare very favourably with the similar figures for boys' schools in Perak, as will be seen if reference is made to Chapter IV; the large proportion of girls in Standard I was due in part at least to the newness of the movement for the education of Malay girls; in the circumstances the proportion of girls in the other standards was quite satisfactory.

The ordinary subjects on the time-tables of most girls' schools, including hygiene, handwork and needlework, were taught. In addition Domestic Science and Weaving (Cloth and Mengkuang) were subjects in certain schools. The ordinary subjects improved slightly with the general improvement in school discipline and organisation; most progress was evident in the *writing of Romanised Malay*; very little progress in *Arithmetic* or *Geography* was noticeable; *Composition* suffered from a lack of knowledge of how to teach the subject interestingly—oral composition and picture writing would improve it but want of time made instruction and supervision impracticable. Hygiene benefited greatly from the very hearty co-operation of the Lady Medical Inspectors of Schools with the Lady Supervisor of Malay Girls' Schools; teachers received instruction which should have lasting effect in keeping their attention on the ridding of their schools of vermin and on freeing them from the extreme untidiness common in past years; in Perak the crusade against pediculosis reduced the percentage of pupils affected by some 20 per cent.; Parents' Days held in many districts resulted in improvement in the attention paid to the care and cleanliness of clothes, especially those of the younger girls; experience showed, however, that only constant supervision and repetition of instruction had any lasting effect in Perak schools. Some definite form of handwork such as raffia sewing, paper weaving or drawing, was introduced as part of the curriculum of all Selangor Malay girls schools. In *needlework* all schools attempted the advanced scheme of which the chief features were the repair of garments, darning, patching, and the making of suitable fastenings; many of these processes were very new to Malay women but the teachers were helped by the instruction supplied in the training classes. *Domestic Science* (laundry work, house

work, and cookery) was taught in male Malay girls' schools in Perak, the European Domestic Science Mistress was assisted by seven students who had formerly been pupils of the schools in which they helped and who had returned and had undertaken the supervision of a class without salary for the purpose of receiving training as Domestic Science Teachers; the 1929 scheme of work was continued, with such notable additions as lessons on shampooing the hair, the care of younger sisters and improved diets for small children, which were arranged in consultation with the Lady Medical Officer; the introduction of this subject did much to interest the older girls, not only increasing the number of girls in Standards IV and V but also encouraging ex-pupils to return on days reserved for Domestic Science; cookery was taught at five schools in Negri Sembilan and one in Pahang. *Cloth Weaving*: unfortunately very few looms remained in Perak, but the seven schools possessing one or more made good use of them; in addition to the ordinary cloth for *baju* and *sarong*, a large assortment for personal and household use was woven and the new varieties gave impetus to the craft, the finished articles promising to be very marketable. The weaving teachers in Pekan and Kuantan in Pahang were prevailed upon to try a new pattern, and cloth of a wider mesh was obtained by the use of a new loom bought from Trengganu; cloth exhibited at the Exhibition in Negri Sembilan excited the interest of several Penghulus and caused them to put forward requests for weaving teachers; in 1930 weaving was taught at one school in that State. In the case of *Mengkuang Weaving* (using the leaves of the common screwpine) it was found that much time and interest was lost in this as in other native crafts by unintelligent teaching; beginners were expected to tackle difficulties of technique which, if left till later, would have prevented loss of interest in the occupation: accordingly a syllabus of work was arranged to remedy that defect. *Physical Training* was included as part of the ordinary curriculum in all schools except those where the staff was unable to take advantage of the teachers' training classes; the exercises included informal drill and folk games.

It is reported that 373 girls passed the Standard V Examination and were awarded certificates; 305 came from Perak, 55 from Selangor and 13 from Pahang; the figure for Negri Sembilan is not available.

The number of teachers of all grades, including 9 technical instructors, and the average number of pupils per teacher was 21.8.

The staffing of Malay vernacular girls' schools was much less of a problem than in previous years and it will not be long before it is no problem at all, as the number of girls who complete the full boys' school course is growing yearly. In 1930 teachers in Perak, Selangor and Negri Sembilan were prepared in Teachers' Training Classes for an examination held in November which constituted Part I of a full examination for a Teacher's Certificate; Part II will be taken in 1931 by the successful candidates of 1930. One hundred and forty-five sat, and 102 passed. The subjects taken showed varying degrees of progress, decreasing in the following order: Needlework, handicrafts, writing, reading, dictation, drill and games. A definite handicraft was studied in each of these training classes; in Perak attention was concentrated on mengkuang weaving, cloth weaving and a form of Teneriffe lace; in Selangor lace making of creditable technique was taught and in Negri Sembilan a start in stencilling was made. An exhibition of teachers' work from these classes was held in each State in October, and aroused much interest as it provided the teachers with an opportunity of seeing what was being done elsewhere. Hygiene lessons were given by the Lady Medical Inspectors, in the Kinta (Perak) and Selangor classes. The classes held by the Domestic Science Mistress in her subject put up a cookery exhibit in the form of a Malay Feast complete in all respects at the Teachers' Exhibition held in Ipoh in July; Model beds and upholstery exhibits served to show other sides of the domestic science activities.

Women teachers of the lowest grade are paid \$15 a month (£21 a year) to begin with, and may rise eventually to a salary of \$45 a month (£63 a year). Technical instructors may start at \$30 a month (£42 a year) and rise to \$60 a month

(b).—CHINESE VERNACULAR SCHOOLS FOR GIRLS.

As for boys, so there were facilities for primary vernacular education for Chinese girls in all but the very smallest villages. In 1930 the total number of girls attending Chinese vernacular schools (mostly boys' schools) was 5,544, an increase of 187 (3.5 per cent.) on the 1929 figure. The proportion of girls to boys receiving a Chinese vernacular education was 1 to 3. (Appendix XVIII refers.)

Secondary education in Chinese was provided at one girls' school and two boys' schools in Selangor, and at two boys' schools in Perak. The number of girls receiving secondary education at the end of 1930 was approximately 77.

Normal training for females was confined to the Government Normal Classes held in Kuala Lumpur, *see* Chapter VII. There were 13 first year and seven second year students. Four students graduated from the classes in 1930 and all are engaged in teaching locally.

(c).—TAMIL VERNACULAR SCHOOLS FOR GIRLS.

There were only two schools purely for Tamil girls and these were situated at Taiping and Bagan Serai in Perak and both were run by the Roman Catholic Sisters. The average enrolment for the two combined was 272, with a percentage attendance of 91.9. The standard of work done was on the whole fairly good, with singing, fair and needlework, good.

Practically all the Tamil boys' schools, however, admitted girls, and in Perak and Selangor, for which States alone figures are available, there were 2,616 girls out of a total enrolment of 10,146, i.e., as in the other vernacular schools, the proportion of girls to boys was roughly 1 to 3.

B.—ENGLISH EDUCATION.

There were no purely Primary Schools and no purely Secondary Schools for girls.

The English girls' schools were organised in the same way as English boys' schools (*see* Chapter V), points of difference are mentioned below.

There were 13 English girls' schools, all aided. Six were run by the Sisters of the Holy Infant Jesus, four by the Methodist Episcopal Church of America, two by the Church of England and one by the Plymouth Brethren. Five of them were in Perak, seven in Selangor and one in Negri Sembilan. All were situated in towns. The figures are the same as for 1929. The average enrolment was 4,476 and the percentage attendance 93.9, increases of 246 (or 5.8 per cent.) and 0.7 on the 1929 figures. In addition there were 377 girls attending boys' schools—153 in Perak, none in Selangor, 134 in Negri Sembilan where there is only one girls' school and 90 in Pahang where there is no girls' school. As in the vernacular schools the proportion of girls to boys in English schools was 1 to 3. (Appendices I and II refer.)

The fees were \$24 (£2 16s.) a year for the first six years, £1 for the seventh year, £1 for the eighth year, £1 for the ninth year, and £30 (£4 10s.) for the tenth year.

CHAPTER IX.

PHYSICAL AND MORAL WELFARE.

A.—MEDICAL INSPECTION AND TEACHING OF HYGIENE.

School medical inspection was carried out by two Lady Medical Inspectors of Schools, by Health Officers and Health Inspectors and, in the latter half of the year, by Assistant Health Officers.

The work was reorganised and at the close of 1930 the whole of the Federation, with the exception of the western portion of Pahang, was served by the school medical service.

The routine procedure is to examine all children as soon as possible after admission to school and to follow this first examination with another at the middle and a third at the end of their school careers. Additional examinations are carried out in cases where defects are found. The results are recorded and if defects are found separate treatment cards are made out and left with the head teacher or guru and the children receive treatment at the next visit of the travelling dispensary.

The Health authorities in addition inspect school premises and make efforts to secure what improvements are necessary in lighting, ventilation, seating accommodation, sanitary conveniences, water supply and facilities for games.

In 1930, 1,692 visits of medical inspection were paid to 858 schools and 56,297 scholars were examined. The most common defect found was dental disease and this was followed in rough order of importance by Pediculosis Capitis, throat and nose diseases, spleen enlargements, skin diseases, eye defects and secondary anaemia. Dental caries was very common amongst the Chinese pupils, less frequently met with in Malays and still less often seen in Tamils; the Chinese, whose parents are usually the most prosperous, patronise the school tuck-shop and indulge in sticky cakes made from white flour more than do the other pupils, and that, no doubt, in some degree accounts for the differences noticed. Pediculosis Capitis was found most commonly amongst Malay girls, less commonly met with in mixed Tamil schools and rarely encountered in Chinese scholars. Spleen enlargement was common amongst Malays, less common amongst Tamils and infrequently met with amongst Chinese. Tamil children suffered more from skin diseases and malnutrition than did the others.

The Dental Surgeon, Federated Malay States, did valuable work, carrying out a dental survey of the schools of Perak, Selangor and Negri Sembilan. He transported his dental chair and all necessary dental equipment by car and while doing his survey treated a considerable number of urgent dental cases among school-children, ante-natal mothers and children of pre-school age who attended Welfare Centres. He carried out 7,871 examinations, 3,083 extractions, 2,108 treatments, 1,391 fillings, 623 general anaesthetics, 288 dressings and 147 scalings. The service proved very popular. Unfortunately the staff available was not large enough to cope with the work of the whole of the Federation and the State of Pahang was left unprotected. It was found that the average percentage figure of dental defects

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In Perak the chief aims of the Lady Medical Officer during the year were to try to reduce the number of cases requiring dental treatment, to raise the standard of cleanliness and to give the pupils some elementary instruction in hygiene. She states that she received valuable backing from the Lady Supervisor of Malay Girls' Schools. Little improvement was made in sanitation and there were still schools with no latrines and with "appalling" water supplies. The accommodation in Chinese vernacular schools was usually decidedly unsatisfactory, but that in the English schools was of a high standard.

The Lady Medical Inspector of Schools in Selangor and Negri Sembilan states that great progress was made in improvements in the sanitation and cleanliness of schools, 16 new latrines having been supplied and 20 water supplies improved. She reports the following defects still remaining: 46 schools with inadequate floor-space or seating accommodation, 34 schools with unprotected, insufficient or dangerous water supplies, nine schools with insanitary or insufficient latrines and 11 schools with unsatisfactory, severely-overcrowded, damp or ill-ventilated premises, likely to prejudice the health of pupils and teachers. In all the newer schools, however, the required standards of sanitation, with the exception of those for drinking water supplies, were amply fulfilled.

The Education Department in the course of the year issued an Education Circular setting out the above-mentioned standards of sanitation in respect of accommodation, ventilation, latrines, water supplies, etc. This was drawn up in accordance with the recommendations of the Chief Health Officer, Federated Malay States.

Instruction in hygiene, as in past years, formed part of the curriculum of all classes in all Government and aided schools. It was given a place on the time-table of many others. It was taught in as practical a way as possible. In the vernacular schools it was simple in character and aimed at the inculcation of personal cleanliness and good habits. In the English schools the instruction which started simply and practically in the primary classes invariably ended in the presentation of hygiene as a subject in the Cambridge Local Examinations, the syllabus for it having been drawn up with the help of the Health Department and being specially adapted to local conditions. The Lady Medical Inspector, Perak, gave advice individually and collectively on points of hygiene as occasion arose during school inspections, and in the second half of the year held definite health talks, illustrated by specimens, with the senior classes in some of the schools; the subjects dealt with were teeth, *Pediculosis Capitis* and intestinal worms; on two occasions she gave demonstrations to the Teachers' Class for Malay women teachers. The Lady Medical Inspector, Selangor and Negri Sembilan, always emphasised preventive measures during school inspection and treatment visits and distributed posters of the Committee for Public Health Education which are printed in English, Malay, Chinese and Tamil. These posters deal with malaria prevention, hookworm, vaccination and plague, and short talks explaining them were given in each of the schools. She continued the classes in the Malay Girls' School at Kampong Baharu; these were attended by over 30 Malay women teachers from all districts of Selangor; very elementary demonstration lessons were given on such simple subjects as cleanliness, air and ventilation, water supplies, eyesight and lighting, exercise and playing-grounds, latrines and worm-infections, malaria and mosquito-nets, etc., while the outbreak of smallpox in Perak was made the occasion of a lecture on vaccination. At the Malayan Agri-Horticultural Exhibition held in Kuala Lumpur a model house was exhibited, together with some excellent posters produced for the purpose by Malay women teachers.

The Education Department is much indebted to the Chief Health Officer, Federated Malay States, for supplying most of the preceding information.

Sanitary inspection of the premises which it was proposed to use was a routine preliminary to the registration of all new schools, and sanitary inspection reports on existing premises were sent periodically to the Education Department. The condition of English schools, Government and aided, in 1930 was satisfactory, though unfortunately that could not always be said of the private schools, English and vernacular, which were often overcrowded, and in some of which ventilation, light, latrine accommodation and water supply were not all they might have been. In Government schools, English and vernacular, the recommendations of the Medical and Health Departments for the provision of latrines and wells were met so far as financial provision would permit, but in some of the States much yet remains to be done; the position is probably better in Selangor than in any of the other States.

B.—GAMES AND SCHOOL HOSTELS.

Schools are required where they can to provide facilities for games and sports. Schools are required where they can to provide facilities for games and sports.

(a) *Games*.—Schools are required where they can to provide facilities for outdoor recreation and the majority now have reasonably satisfactory playing-fields. In 1930 every Government or aided English boys' school in the country had such a ground and the games played were association football, cricket, hockey, volley-ball, basket-ball, badminton, and, in two schools, rugby football; the last-mentioned game was played at the King Edward VII School, Taiping, and at the King George V School, Seremban. Association football was easily the favourite game and each State had its School Football Competition which it carried through in the course of the year, while each of the bigger schools had, in addition, its house matches. Some schools might have made better use of some of their ground for the playing of "round" games not requiring much space. Athletic sports were held at practically all of these schools, and team events were more common than in the past. Facilities for indoor games such as ping-pong, badminton, etc., were also often supplied. Gymnasiums are uncommon and it was at only one or two schools, therefore, the gymnastic instruction was given. A number of schools had see-saws, swings, slides, etc., for the use of the younger children. Girls' schools usually stand on exiguous sites and so they generally had only small areas available for recreation, but organised games were conducted in most of them at the time allotted for physical training and in several, notably the Methodist Girls' Schools, afternoon games were held once or twice a week; their games were usually volley-ball, basket-ball, badminton or tennis. A combined Girls' Schools Sports Meeting was held in Kuala Lumpur for the first time and the St. Mary's Girls' School won the Challenge Cup presented by His Highness the Sultan of

The number of playing-fields at Malay vernacular schools increased. As usual the favourite game played was association football and each State had its competition or competitions. District drill competitions were held and great keenness to win was shown; these were followed by final competitions between the district winners. Athletic Sports Meetings were common, particularly in Selangor, and they were as a rule very well run and aroused much interest. The policy of providing all Malay schools with playing-fields is being pursued.

In Malay girls' schools folk games were included in the physical training, which was part of the ordinary curriculum.

Comparatively few Chinese vernacular schools organised games but many provided for such out-door sports as basket-ball and volley-ball, and for such in-door games as ping-pong and badminton. It was only in a few of the largest schools that games were organised.

In Tamil vernacular schools little attention was paid to games. Some physical instruction was given in certain schools where there were teachers with a little training, but it was not very satisfactory.

(b) *Hostels*.—Of these there were nine, situated at Taiping, Kuala Kangsar (two) and Ipoh in Perak, at Kuala Lumpur (two) in Selangor, at Seremban and Kuala Pilah in Negri Sembilan and at Kuala Lipis in Pahang. They are intended to house Malay scholarship boys whose homes are in out-of-the-way places far from the English schools which they attend. The Ipoh hostel was a rented building but a permanent Government building was in course of erection. Each hostel has accommodation for roughly 40 to 50 pupils, and the total number accommodated at the end of 1930 was 319; of these 89 were non-scholarship holders.

All the schools of the Christian Brothers, the Convents, and practically all the schools, boys' and girls', of the Methodist Mission had boarding establishments attached to them. Many of the children thus accommodated were poor or orphaned.

C.—SCHOOL BUILDINGS AND EQUIPMENT.

(a) *English Schools*.—In Perak all English schools were full, though as usual numbers were much greater in lower classes than in higher classes; in many schools the numbers would have been less had the age regulations been more strictly adhered to. A new school building and two teachers' quarters were built at Tronoh and two class-rooms were added to the school at Tapah; the school at Tronoh had previously been held in a shop-house. Two new hostels were constructed for the Clifford School, Kuala Kangsar, and a Trade School was erected at Ipoh. At the aided schools a new shed for extra classes and recreation was completed at the Convent, Taiping, a new shed at St. Michael's Institution, Ipoh, and an extension giving 100

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In Selangor the Batu Road Boys' School building (Kuala Lumpur) was completed and opened on the 16th of June; it has accommodation for between 800 and 900 pupils and it replaces the Old Victoria Institution buildings, which are to be affected by the straightening of the river but which meantime have been handed over to the Public Works Department for temporary use by its Departmental Technical School. The High Schools at Kajang and Klang, the erection of which was completed in 1929, were formally opened by His Highness the Sultan of Selangor on the 19th and 20th March respectively; the Kajang school cost \$181,986 (£21,232) and the Klang one, \$161,708 (£18,866). The Kajang and Klang schools were built on the same plan with accommodation in each for about 560 pupils and they and the Batu Road School are all substantial and modern structures. As regards aided schools a new building for 260 pupils to accommodate the Chinese Girls' School was completed and formally opened on the 2nd of June; Government contributed \$15,000 (£1,750) and a site; the building cost £3,967. An extension of four class-rooms at a total cost of \$14,000 (£1,634), of which Government contributed \$5,794 (£676) was provided at the St. Mary's Girls' School, and one of two class-rooms at the Pudu Girls' School.

In Negri Sembilan the new building to replace the old premises of the Government English School, Kuala Pilah, was completed in December at a cost of \$105,995 (£12,366). It has accommodation for roughly 500 pupils.

In Pahang the accommodation at the English schools was steadily being filled. An extension to the Government English School at Raub was found necessary and was supplied at a cost of \$3,660 (£427).

(b) *Malay Vernacular Schools (Government).*—In Perak the total number of schools increased by eight from 261 to 269; of these 190 were conducted in permanent and 27 in temporary Government buildings, 20 in rented buildings, and 32 in buildings provided by villagers; Government built four permanent and one temporary schools while villagers provided five temporary premises. Government supplied nine permanent and one temporary quarters and villagers provided four. Sixteen wells, two pipe supplies of water and 23 latrines were supplied. In many cases wells and latrines were asked for but could not be included in the year's programme of works for construction. Three new playing-fields were added, making the total of these 107.

In Selangor there were 84 school buildings, 80 having been provided by Government and four by the people of the kampongs. Of the 111 sets of quarters, six were of a temporary nature. Four new schools were built during the year, three replacing temporary buildings erected by kampongs and one an old Government building. Six sets of quarters were supplied. Four schools were extended. Six concrete water tanks, one well, two water-taps, and two latrines were provided and other minor works attended to. Three new playing-fields were added, making the total of these 47.

In Negri Sembilan one permanent building was erected by Government in replacement of another building, and one substantial temporary building was provided at Rasah by the kampong people.

In Pahang five new boys' school and two new girls' school buildings of a temporary nature were provided at the expense of the people of the kampongs, while three temporary school premises were replaced by permanent buildings erected by Government.

(c) *Chinese Vernacular Schools.*—Schools are encouraged to occupy buildings designed for the purpose but most of the smaller schools were still conducted in buildings intended for shop-houses or dwelling-houses and only slightly modified for school purposes.

(d) *Tamil Vernacular Schools.*—These are usually provided and built by the managements of the estates which employ Tamil labour. In Perak insanitary buildings were either altered or replaced by new and sanitary erections in accordance with advice supplied by the Health Officers. The latrine accommodation was improved at three Government schools. In Selangor the five Government schools were accommodated in four permanent and one semi-permanent buildings.

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(e) All new school buildings have to comply with certain regulations made under the Registration of Schools Enactment and all plans of new buildings are submitted to the Director of Education for his approval. The plans are very carefully scrutinised and while those for Government buildings are given special attention, the plans for aided school buildings, especially those for buildings towards the erection of which Government is making a grant, receive little less. In the case of private schools the power of the Education Department is determined by the regulations, but even when recommendations cannot be enforced by law it is generally found that school managements are very ready to accept and follow advice supplied to them, with the result that the majority of the buildings recently erected for school purposes have been very suitable.

D.—MORAL AND RELIGIOUS INSTRUCTION.

Religious instruction is given only in the schools of the Christian Brothers, the Convents, the schools of the American Methodist Mission, of the Church of England and of the Plymouth Brethren; it is not given in Government schools. It is given before or after the regular school hours, and no pupil can be compelled to be present at it or at times of religious observance. Christian religious knowledge, however, continues to be offered at the Cambridge Local Examinations by many candidates who receive no teaching in it in their schools. Moral instruction in Government schools finds its place at the assembly, but the inculcation of the observance of right conduct is expected from every master at every period of the day, whether in school or out of school, both by practice and precept. Few teachers find discipline difficult to achieve. Malay boys receive instruction in the Koran, but this instruction takes place outside the ordinary school hours, usually in the afternoons, either in the

school buildings or in the local mosques though seldom at the hands of the ordinary school teacher. In many Chinese schools subjects such as ethics and civics occur in the time-tables of the upper classes; the teaching is based largely on the Chinese classics though it has been modified by the modern contact with the West and it is supplemented by stories from European history; there is no definitely religious teaching.

E.—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN.

There are no institutions in the Federated Malay States for defective or delinquent children, but St. Nicholas's Home, Malacca, receives blind and physically defective children without restriction as to race or religion, and delinquent boys may be sent to the Reformatory in Singapore where they are taught trades and given all the freedom that is possible in the circumstances.

CHAPTER X.

MISCELLANEOUS.

(a).—CO-OPERATION WITH OTHER DEPARTMENTS.

The Education Department conducted one of the promotions examinations for the Government Clerical Service and provided marking examiners for all the ordinary subjects; the number of candidates in 1930 was 474. It also conducted the entrance examinations for the Clerical Service of the Railways Department, the examination for Malay Probationerships in the Malay Officers Service (Administrative Branch), the examination in Higher English for Interpreters, etc.

Mention has already been made of the close co-operation which existed between this department and the Department of Agriculture; the great interest evinced by officers of the latter department resulted in a very real improvement in school gardens.

Mention, also, has been made in Chapter IX of the assistance rendered by the Medical and Health Departments, and in Chapter IV of that given by the Co-operative Department.

The Public Works Department attended to minor repairs in addition to erecting the school buildings approved by Government; the Education Department found that it generally did its very best to help.

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The Railways Department continued to supply third-class season tickets to scholars at half the rates of ordinary season tickets. Government paid the greater part of the cost of these tickets, the charge to the scholars being a fixed sum of one dollar a quarter.

Investigations connected with unlawful activities were usually conducted by the Chinese Protectorate and Police Departments.

District Officers and Penghulus were very helpful and their assistance, particularly in the case of schools which are not easily accessible, was very valuable and much appreciated.

(b).—CO-OPERATION WITH MISSIONS.

All aided English schools are run by recognised Missions—the Christian Brothers, the Methodist Episcopal Mission of America, the Sisters of the Holy Infant Jesus, the Church of England and the Plymouth Brethren. Government meets the difference between the receipts and the expenditure of these schools, the lay teachers being allowed salaries at the rates paid to similar teachers in Government schools and the male and female missionary teachers at the rates of \$300 (£35) and \$200 (£23 6s. 8d.) a month, respectively. It also makes generous contributions to provident funds for local lay teachers, in addition to providing, very often, half the funds required for the erection of the school buildings.

The usual close co-operation with these Missions continued throughout the year, and the department has to acknowledge with thanks the great assistance given by them in lending their halls and other premises for Cambridge Examinations, Boy Scout Gatherings, etc.

Grants were paid to Chinese schools organised by Missions, but time devoted to religious instruction was not taken into account in computing them.

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District Officers and Penghulus were very helpful and their assistance, particularly in the case of schools which are not easily accessible, was very valuable and much appreciated.

(b).—CO-OPERATION WITH MISSIONS.

All aided English schools are run by recognised Missions—the Christian Brothers, the Methodist Episcopal Mission of America, the Sisters of the Holy Infant Jesus, the Church of England and the Plymouth Brethren. Government meets the difference between the receipts and the expenditure of these schools, the lay teachers being allowed salaries at the rates paid to similar teachers in Government schools and the male and female missionary teachers at the rates of \$300 (£35) and \$200 (£23 6s. 8d.) a month, respectively. It also makes generous contributions to provident funds for local lay teachers, in addition to providing, very often, half the funds required for the erection of the school buildings.

The usual close co-operation with these Missions continued throughout the year, and the department has to acknowledge with thanks the great assistance given by them in lending their halls and other premises for Cambridge Examinations, Boy Scout Gatherings, etc.

Grants were paid to Chinese schools organised by Missions, but time devoted to religious instruction was not taken into account in computing them.

(c).—BOY SCOUTS, GIRL GUIDES AND CADETS.

(i) *Boy Scouts*.—Practically all English boys' schools ran one or more troops of scouts and the number attached to Malay schools increased; it is regretted that an accurate figure of the total number of scouts is not available but it was roughly 3,000. The troops as usual took part in celebrations and in other ceremonies and displays on many occasions in the course of the year. Camps were held and were as well-attended as could be expected considering the trade depression. In Selangor a Rally was held on the 15th of March to commemorate the formation of the first scout troop in Selangor—at the Victoria Institution in 1909—twenty-one years before, and at it the Medal of Merit with Bar was presented by Sir Lancelot Elphinstone, K.C., to Assistant District Commissioner M. Ameen Akbar for his "continued good services to the movement". Medals of Merit were also on different occasions presented by His Excellency the High Commissioner, Federated Malay States, to Mr. D. G. Doral and Che Mohamed Salleh, and the Scout Silver Cross to a scout in one of the troops of the Anglo-Chinese School, Ipoh, for gallantry in saving a boy from drowning.

A new handbook "*Ilmu Pengakap*" for the use of Malay-speaking scouts was published for the Education Department by the Malaya Publishing House.

The Commissioner for Malaya states that he was pleased with the growth of the movement in the Malay vernacular schools and that he was greatly impressed on his visit to the Sultan Idris Training College to inspect for the first time the troops composed of students in training for service as teachers; he considered the inauguration of scouting in that College as the outstanding event in scouting in Malaya in 1930. The movement should spread very rapidly when these students graduate and proceed to the schools in which they are to teach. It is interesting to note that in 1930 the Pahang Malay Teachers' Association gave \$100 to Scout Funds.

Government provided a sum of \$24,900 (£2,905) as a contribution to schools and head-quarters for the encouragement of the movement.

The Commissioner for Malaya expresses his thanks to Inspectors and Principals of Schools for their cordial co-operation in the work of the Association during the year.

(ii) *Girl Guides*.—The Girl Guide Companies are not so intimately connected with schools as the Boy Scout Troops and it is only very occasionally, as in the case of the Brownie Pack for small girls attending the English boys' school at Batu Gajah, that a unit is identified with one particular school. They usually serve a town or district, though practically all members are pupils of the Government or aided English schools situated there. In Malaya, as a whole, there were fewer guides and rangers, but there were more Brownies, five new packs having been started during the year, one of these being made up entirely of Malay girls attending the Kuala Lumpur vernacular school. The work in Perak was found difficult to organise because of the distances to be travelled, but companies were keen and kept up their numbers. In

TO THE SCHOOLS IN WHICH THEY
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(iii) *Cadets*.—In 1930 the following six schools had Cadet Corps:

- The King Edward VII School, Taiping (Government);
- The Malay College, Kuala Kangsar (Government);
- The Anderson School, Ipoh (Government);
- The St. Michael's Institution, Ipoh (Aided);
- The Victoria Institution, Kuala Lumpur (Government);
- The St. John's Institution, Kuala Lumpur (Aided).

All were well-reported upon by the Inspecting Officers. Contingents attended training camps held at Port Dickson, and the corps paraded on the occasions of the Birthday of His Majesty the King-Emperor, Empire Day, Armistice Day, etc. (Appendix V refers).

(d).—ADULT EDUCATION.

The only education which can be classed under the above heading and not under any other is that supplied at various Evening Classes and at Chinese Night Schools. In Perak, classes in Elementary English were held at Ipoh, Batu Gajah, Tapah and Teluk Anson, similar classes at Kuala Kangsar and Sitiawan being closed in February because of poor attendance. Book-keeping and shorthand were taught at Taiping. In Selangor, classes were held at two centres in Kuala Lumpur. At the Maxwell School Centre the classes were almost entirely composed of apprentices employed at the Railway Workshops; each pupil follows, roughly, a three-year course, in his first year studying Elementary English and in his second

and third years a sufficiency of practical mathematics and some of the following technical subjects: Electrical engineering, locomotive engineering, workshop mechanics, machine drawing and carriage building; all the technical instructors are drawn from the staff of the Railway Workshops; the average enrolment was 317. At the Gombak Lane Centre the subjects taught were book-keeping, typewriting, shorthand, art and Malay, though art was discontinued when the instructor went on leave; most of the students of Malay were Government employees in the Clerical Service who were preparing themselves for a promotions examination and the subject was dropped when that examination came along; the book-keeping and shorthand classes, also, were discontinued before the end of the year as the attendance fell severely; the average enrolment at this centre was 84. In Negri Sembilan, classes in Elementary English for Government subordinates were conducted at Seremban, Tampin and Kuala Pilah, but the enrolment and attendance were so poor that their continuance has not been considered justified. Similar classes were held at six centres in Pahang, the enrolment being 71.

Chinese Night Schools existed to supply adult education, many of them, however, being confined to Hailams, particularly domestic servants.

Some Chinese schools have afternoon classes for children who attend English schools in the morning, and the number of such classes increased in 1930. The Education Department, however, is not in favour of this arrangement.

(e).—REGISTRATION OF SCHOOLS.

The following table gives the number of registered schools and teachers in 1930:

	Perak.	Selangor.	Negri Sembilan.	Pahang.	F.M.S.
English schools ...	34	40	7	5	86
Vernacular schools—					
(a) Malay ...	269	85	88	82	524
(b) Tamil ...	149	182	63	11	405
(c) Chinese ...	175	135	44	23	377
(d) Javanese ...	—	—	—	1	1
	627	442	202	122	1,393
Teachers in Chinese schools	407	858	81	57	903
Teachers in other schools	1,277	708	421	245	2,651
	1,684	1,151	502	302	3,639

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(c).—REGISTRATION OF SCHOOLS.

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(c) Chinese ...	175	135	44	23	377
(d) Javanese ...	—	—	—	1	1
	627	442	202	122	1,393
Teachers in Chinese schools	407	358	81	57	903
Teachers in other schools	1,277	793	421	245	... (a) 2,736
	1,684	1,151	502	302	3,639

(a) Estimated.

Probably this is the last Report on Education that will appear above my name. Of my 28 years' service in Malaya 15 have been spent in the Education Department and for a decade I have directed its policy. When I first joined it, officers were few: to-day it is one of the great Departments of Government and I desire to thank all its members for their loyalty and co-operation during years that circumstances have made eventful in the history of Malayan education.

SINGAPORE,
23rd May, 1931.

R. O. WINSTEDT,
Director of Education, S.S. and F.M.S.

APPENDIX I.
TABLE OF ENGLISH SCHOOLS AND PUPILS UNDER
GOVERNMENT SUPERVISION.

Class of schools.	Number of schools.		Average enrolment.		Average attendance.		Percentage of attendance.	
	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.
GOVERNMENT BOYS.	8	8	2,678	2,702	2,577	2,610	96	97
Perak ...	6	6	2,272	2,723	2,186	2,617	96	96
Selangor ...	4	4	1,028	1,000	971	1,036	94	94
Negri Sembilan ...	5	5	705	824	661	778	94	94
Pahang ...								
Total ...	23	23	6,683	7,348	6,395	7,041	96	94
AIDED BOYS'.	7	7	3,164	3,332	2,965	3,108	94	94
Perak ...	4	3	2,467	2,145	2,346	2,040	95	95
Selangor ...	2	2	833	864	787	834	93	96
Negri Sembilan ...								
Pahang ...								
Total ...	13	12	6,454	6,331	6,118	5,982	95	94
AIDED GIRLS'.	5	5	1,712	1,778	1,599	1,685	93	95
Perak ...	7	7	2,045	2,218	1,901	2,071	93	93
Selangor ...	1	1	473	480	443	449	94	93
Negri Sembilan ...								
Pahang ...								
Total ...	13	13	4,230	4,476	3,943	4,205	93	94
GRAND TOTAL ...	49	48	17,377	18,155	16,456	17,228	95	95

APPENDIX II.
ENROLMENT AND ATTENDANCE AT ENGLISH SCHOOLS.

State.	Average enrolment.		Average attendance.		Percentage of attendance.	
	1929.	1930.	1929.	1930.	1929.	1930.
BOYS' SCHOOLS.						
Perak ...	5,842	6,024	5,562	5,718	95	95
Selangor ...	4,739	4,868	4,532	4,657	96	96
Negri Sembilan ...	1,861	1,968	1,758	1,870	94	94
Pahang ...	705	824	661	778	94	94
Total ...	13,147	13,679	12,513	13,023	95	95
GIRLS' SCHOOLS.						
Perak ...	1,712	1,778	1,599	1,685	93	95
Selangor ...	2,045	2,218	1,901	2,071	93	93
Negri Sembilan ...	473	480	443	449	94	93

Perak ...	7	7	3,164	3,322	2,346	2,040	95	95
Selangor ...	4	3	3,467	2,145	787	834	93	96
Negri Sembilan ...	2	2	833	864
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Pahang
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GRAND TOTAL ...	17,377	18,155	16,456	17,228	95	95

APPENDIX III. NATIONALITY OF PUPILS IN ENGLISH SCHOOLS.

Nationality.	Perak.		Selangor.		Negri-Sembilan.		Pahang.		Federated Malay States.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Europeans and Eurasians ...	176	190	255	188	106	81	11	4	548	463
Malays ...	1,221	55	762	90	540	24	203	10	2,726	179
Chinese ...	2,923	1,169	2,334	1,230	714	262	316	35	6,267	2,626
Indians ...	1,480	398	1,438	511	587	177	203	42	3,708	1,128
Others ...	32	25	82	150	24	10	---	---	128	194
Total ...	5,832	1,777	4,871	2,178	1,971	544	733	91	13,407	4,590

APPENDIX IV. NATIONALITY OF TEACHERS IN ENGLISH SCHOOLS.

Nationality.	Perak.		Selangor.		Negri-Sembilan.		Pahang.		Federated Malay States.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
British ...	12	24	12	17	4	7	---	---	28	48
French ...	3	5	---	4	1	3	---	---	4	12
German ...	1	---	1	---	---	---	---	---	2	---
American ...	7	7	3	4	1	---	---	---	11	11
Eurasians ...	18	20	14	44	9	9	---	---	41	73
Malays ...	11	---	5	1	6	---	---	---	22	1
Chinese ...	58	18	57	22	15	3	4	---	134	43
Indians ...	74	8	66	16	36	---	28	---	204	24
Others ...	2	4	8	---	4	1	---	---	14	5
Total ...	186	86	166	108	76	23	32	---	460	217

APPENDIX V. NUMBER OF ENGLISH SCHOOLS WITH CADET CORPS OR BOY SCOUT TROOPS, ETC.

State.	Cadet Corps.	Boy Scouts.	Girl Guides.	Staff Training.	School Training.	Medical Training.
Perak	2	14	1	20	20	5
Selangor	2	8	4	12	14	4

	Men.	Women	Men.	Women	Men.	Women	Men.	Women	Men.	Women
British ...	12	24	12	17	4	7	...	...	28	46
French ...	3	5	...	4	1	3	...	...	4	12
German ...	1	...	1	...	...	...	...	...	2	...
American ...	7	7	3	4	1	...	...	...	11	11
Eurasians ...	18	20	14	44	9	9	...	...	41	73
Malays ...	11	...	5	1	6	...	...	...	22	1
Chinese ...	58	18	57	22	15	3	4	...	134	43
Indians ...	74	8	66	16	36	...	28	...	204	24
Others ...	2	4	8	...	4	1	...	...	14	5
Total ...	186	86	166	108	76	23	32	...	460	217

APPENDIX V.

NUMBER OF ENGLISH SCHOOLS WITH CADET CORPS OR BOY SCOUT TROOPS, ETC.

State.	Cadet corps.	Boy Scouts.	Girl Guides.	Staff library.	School library.	Manual training.
Perak ...	3	14	1	20	20	5
Selangor ...	2	8	4	12	14	9
Negri Sembilan ...	...	26	1	2	7	...
Pahang ...	...	5	...	...	5	...
Total ...	5	53	6	34	46	14

APPENDIX I. TABLE OF ENGLISH SCHOOLS AND PUPILS UNDER GOVERNMENT SUPERVISION.

Class of schools.	Number of schools.		Average enrolment.		Average attendance.		Percentage of attendance.	
	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.
GOVERNMENT BOYS.	8	8	2,678	2,703	2,577	2,610	96	97
Perak ...	6	6	2,272	2,723	2,188	2,617	96	96
Selangor ...	4	4	1,028	1,000	971	1,086	94	94
Negri Sembilan ...	5	5	705	824	661	778	94	94
Pahang ...								
Total ...	23	23	6,683	7,348	6,395	7,041	96	94
AIDED BOYS'.	7	7	3,164	3,333	2,985	3,103	94	94
Perak ...	4	3	2,467	2,145	2,246	2,040	95	95
Selangor ...	2	2	833	864	787	834	93	96
Negri Sembilan ...								
Pahang ...								
Total ...	13	12	6,464	6,331	6,118	5,962	95	94
AIDED GIRLS'.	5	5	1,712	1,778	1,599	1,685	93	95
Perak ...	7	7	2,045	2,218	1,901	2,071	93	93
Selangor ...	1	1	473	480	443	449	94	93
Negri Sembilan ...								
Pahang ...								
Total ...	13	13	4,230	4,476	3,943	4,205	93	94
GRAND TOTAL	49	48	17,377	18,155	16,456	17,228	95	95

APPENDIX II. ENROLMENT AND ATTENDANCE AT ENGLISH SCHOOLS.

State.	Average enrolment.		Average attendance.		Percentage of attendance.	
	1929.	1930.	1929.	1930.	1929.	1930.
BOYS' SCHOOLS.						
Perak ...	5,842	6,024	5,562	5,718	95	95
Selangor ...	4,739	4,868	4,532	4,657	96	96
Negri Sembilan ...	1,861	1,968	1,758	1,870	94	94
Pahang ...	705	824	661	778	94	94
Total ...	13,147	13,679	12,513	13,023	95	95
GIRLS' SCHOOLS.						
Perak ...	1,712	1,778	1,599	1,685	93	95
Selangor ...	2,045	2,218	1,901	2,071	93	93
Negri Sembilan ...	473	480	443	449	94	93
Pahang ...						

AIDED BOYS'.										
Perak	7	7	3,164	3,322	2,985	3,108	94	95
Selangor	4	3	2,467	2,145	2,346	2,040	95	96
Negri Sembilan	2	2	833	864	787	834	93	...
Pahang
Total	13	12	6,464	6,331	6,118	5,982	95	94
AIDED GIRLS'.										
Perak	5	5	1,712	1,778	1,599	1,685	93	95
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Negri Sembilan	1	1	473	480	443	449	94	93
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Pahang ...	705	824	661	778	94	94
Total ...	13,147	13,679	12,513	13,023	95	95
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Perak ...	1,712	1,778	1,599	1,685	93	95
Selangor ...	2,045	2,218	1,901	2,071	93	93
Negri Sembilan ...	473	480	443	449	94	93
Pahang
Total ...	4,230	4,476	3,943	4,205	93	94
GRAND TOTAL ...	17,377	18,155	16,456	17,228	95	95

APPENDIX III.

NATIONALITY OF PUPILS IN ENGLISH SCHOOLS.

Nationality.	Perak.		Selangor.		Negri Sembilan.		Pahang.		Federated Malay States	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Europeans and Eurasians ...	176	190	255	188	106	81	11	4	548	463
Malays ...	1,221	55	762	90	540	24	203	10	2,726	179
Chinese ...	2,923	1,109	2,334	1,230	714	252	316	35	6,287	2,626
Indians ...	1,480	398	1,438	511	587	177	203	42	3,708	1,128
Others ...	32	25	82	159	24	10	...	...	138	194
Total ...	5,832	1,777	4,871	2,178	1,971	544	733	91	13,407	4,590

APPENDIX IV.

NATIONALITY OF TEACHERS IN ENGLISH SCHOOLS.

Nationality.	Perak.		Selangor.		Negri Sembilan.		Pahang.		Federated Malay States.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
British ...	12	24	12	17	4	7	...	...	28	48
French ...	3	5	...	4	1	3	...	...	4	12
German ...	1	...	1	...	...	...	...	...	2	...
American ...	7	7	3	4	1	...	...	...	11	11
Eurasians ...	18	20	14	44	9	9	...	...	41	73
Malays ...	11	...	5	1	6	...	...	...	22	1
Chinese ...	58	18	57	22	15	3	4	...	134	43
Indians ...	74	8	66	16	36	...	28	...	204	24
Others ...	2	4	8	...	4	1	...	...	14	5
Total ...	186	86	166	108	76	23	32	...	460	217

APPENDIX V.

NUMBER OF ENGLISH SCHOOLS WITH CADET CORPS OR BOY SCOUT TROOPS, ETC.

State.	Cadet corps.	Boy Scouts.	Girl Guides.	Staff library.	School library.	Manual training.
Perak ...	3	14	1	20	20	5
...	2	8	4	12	14	9
...	...	...	1	2	7	...

NATIONALITY OF TEACHERS IN ENGLISH SCHOOLS.

Nationality.	Perak.		Selangor.		Negri Sembilan.		Pahang.		Federated Malay States.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
British ...	12	24	12	17	4	7	...	...	28	48
French ...	3	5	...	4	1	3	...	...	4	12
German ...	1	...	1	...	...	...	...	...	2	...
American ...	7	7	3	4	1	...	...	...	11	11
Eurasians ...	18	20	14	44	9	9	...	...	41	73
Malays ...	11	...	5	1	6	...	...	...	22	1
Chinese ...	58	18	57	22	15	3	4	...	134	43
Indians ...	74	8	66	16	36	...	28	...	204	24
Others ...	2	4	8	...	4	1	14	5
Total ...	186	86	166	108	76	23	32	...	460	217

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State.	Cadet corps.	Boy Scouts.	Girl Guides.	Staff library.	School library.	Manual training.
Perak ...	3	14	1	20	20	5
Selangor ...	2	8	4	12	14	9
Negri Sembilan ...	...	26	1	2	7	...
Pahang ...	...	5	...	...	5	...
Total ...	5	53	6	34	46	14

APPENDIX VI.

QUALIFICATIONS OF TEACHERS IN GOVERNMENT AND
AIDED ENGLISH SCHOOLS.

	Seniors.	Superscale Appoint-ments.		Men Teachers with Senior Cambridge and Normal Class.	Women Teachers with Senior Cambridge and Normal Class.	Men Teachers with Normal Class Certificate.	Women Teachers with Normal Class Certificate.	Men Teachers with Senior Cambridge Certificate.	Women Teachers with Senior Cambridge Certificate.	Teachers with Junior Cambridge or VII Std. Certificate.	Student Teachers.	Total.
		Men Teachers.	Women Teachers.									
GOVERNMENT.				Class I.	Class II.	Class IIIA.	Class IIIB.	Class IVA.	Class IVB.	Class V.		
Perak ...	13	5	...	61	3	8	9	2	1	1	17	120
Selangor ...	12	4	...	69	5	1	3	3	...	...	13	110
Negri Sembilan ...	4	...	...	20	...	5	1	10	...	2	10	52
Pahang ...	...	...	...	20	...	1	...	9	...	1	1	32
Total ...	29	9	...	170	8	15	13	24	1	4	41	314
AIDED.												
Perak ...	58	...	...	46	9	11	3	22	8	12	26	195
Selangor ...	39	...	...	36	21	11	9	1	12	10	25	164
Negri Sembilan ...	15	...	...	9	3	1	2	6	4	3	4	47
Pahang ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	112	...	...	91	33	23	14	29	24	25	55	406
GRAND TOTAL ...	141	9	...	261	41	38	27	53	25	29	96	720

APPENDIX VII.

ACCOMMODATION IN GOVERNMENT ENGLISH SCHOOLS.

State.	Schools.	No. of pupils at 15 sq. ft. per head.	No. of pupils actually accommodated.
	King Edward VII, Taiping ...	1,080	...
	... School, Ipoh ...	...	...

APPENDIX VII.

ACCOMMODATION IN GOVERNMENT ENGLISH SCHOOLS.

State.	Schools.	No. of pupils at 15 sq. ft. per head.	No. of pupils actually accom- modated.
Perak	King Edward VII, Taiping	1,080	691
	Anderson School, Ipoh	584	532
	Clifford School, Kuala Kangsar	480	513
	English School, Batu Gajah	407	275
	Do. Gopeng	135	106
	Do. Tronoh	240	121
	Do. Tapah	283	194
	Do. Kamunting	220	169
	Victoria Institution, Kuala Lumpur	600	465
	Batu Road School, Kuala Lumpur	800	638
Selangor	Maxwell School, Kuala Lumpur	640	616
	Pasar Road School, Kuala Lumpur	560	309
	High School, Kajang	560	420
	Do. Klang	560	364
	King George V School, Seremban	664	379
Negri Sembilan	English School, Kuala Pilah	340	328
	Do. Tampin	240	182
	Do. Port Dickson	150	144
	Do. Kuala Lipis	240	235
	Do. Raub	195	158
Pahang	Do. Bentong	213	224
	Do. Kuantan	140	154
	Do. Pekan	70	58
Total ...		9,401	7,270

APPENDIX VII.

ACCOMMODATION IN GOVERNMENT ENGLISH SCHOOLS.

State.	Schools.	No. of pupils at 15 sq. ft. per head.	No. of pupils actually accom- modated.
Perak	King Edward VII, Taiping	1,080	691
	Anderson School, Ipoh	584	532
	Clifford School, Kuala Kangsar	480	513
	English School, Batu Gajah	407	275
	Do. Gopeng	135	106
	Do. Tronoh	240	121
	Do. Tapah	283	194
	Do. Kamunting	220	169
Selangor	Victoria Institution, Kuala Lumpur	600	465
	Batu Road School, Kuala Lumpur	800	638
	Maxwell School, Kuala Lumpur	640	616
	Pasar Road School, Kuala Lumpur	560	309
	High School, Kajang	560	420
	Do. Klang	560	364
	King George V School, Seremban	664	379
Negri Sembilan	English School, Kuala Pilah	340	328
	Do. Tampin	240	182
	Do. Port Dickson	150	144
	Do. Kuala Lipis	240	235
	Do. Raub	195	158
Pahang	Do. Bentong	213	224
	Do. Kuantan	140	154
	Do. Pekan	70	53
Total ...		9,401	7,270

APPENDIX VIII. ACCOMMODATION IN AIDED ENGLISH SCHOOLS.

Governing body.	Schools.	No. of pupils at 15 sq. ft. per head.	No. of pupils actually ac- commodated.
Methodist Episcopal	Anglo-Chinese, Ipoh ...	940	737
	„ Kampar ...	349	323
	„ Teluk Anson ...	610	512
	„ Parit Buntar ...	344	285
	„ Sitiawan ...	283	266
	Anglo-Chinese Girls', Ipoh...	615	423
	Treacher Girls', Taiping ...	300	311
	Methodist Boys', Kuala Lumpur ...	920	827
	Methodist Girls', Kuala Lumpur ...	430	515
	Anglo-Chinese, Klang ...	600	521
	Methodist Girls', Klang ...	200	163
	Anglo-Chinese, Seremban ...	511	304
	Total, 12 schools ...	6,102	5,187
Christian Brothers	St. George's, Taiping ...	642	585
	St. Michael's, Ipoh ...	433	523
	St. John's Institution, Kuala Lumpur ...	780	830
	St. Paul's Institution, Seremban ...	500	522
	Total, 4 schools ...	2,355	2,460
Sisters of the Holy Infant Jesus	Convent, Taiping ...	450	340
	„ Ipoh ...	700	502
	„ Teluk Anson ...	110	201
	„ Kuala Lumpur ...	850	879
	„ Klang ...	400	174
	„ Seremban ...	500	456
	Total, 6 schools ...	3,010	2,552
Church of England	St. Mary's Girls' School, Kuala Lumpur ...	360	210
Methodist Brethren	Chinese Girls', Kuala Lumpur	220	136

		Sitiawan ...	283	266
		Anglo-Chinese Girls', Ipoh...	615	423
Methodist Episcopal	{	Treacher Girls', Taiping ...	300	311
		Methodist Boys', Kuala Lumpur ...	920	827
		Methodist Girls', Kuala Lumpur ...	430	515
		Anglo-Chinese, Klang ...	600	521
		Methodist Girls', Klang ...	200	163
		Anglo-Chinese, Seremban ...	511	304
		Total, 12 schools ...	6,102	5,187
Christian Brothers	{	St. George's, Taiping ...	642	585
		St. Michael's, Ipoh ...	433	523
		St. John's Institution, Kuala Lumpur ...	780	830
		St. Paul's Institution, Seremban ...	500	522
		Total, 4 schools ...	2,355	2,460
Sisters of the Holy Infant Jesus	{	Convent, Taiping ...	450	340
		„ Ipoh ...	700	502
		„ Teluk Anson ...	110	201
		„ Kuala Lumpur ...	850	879
		„ Klang ...	400	174
		„ Seremban ...	500	456
		Total, 6 schools ...	3,010	2,552
Church of England	...	St. Mary's Girls' School, Kuala Lumpur ...	360	210
Plymouth Brethren	...	Chinese Girls', Kuala Lumpur	220	136
Private (Bishop of Singapore)	...	Pudu English School, Kuala Lumpur ...	320	262
GRAND TOTAL, 25 SCHOOLS			12,367	10,807

APPENDIX IX.

DETAILS OF STAFF AND GRANTS IN AIDED SCHOOLS.

Mission.	Schools.	Missionary.	Lay.	Average enrolment.	Average attendance.	Grant for 1929.	Average cost per head to Government.
						\$	\$ c.
Methodist Episcopal	A.C.S., Ipoh ...	5	22	730	696	46,740	64 03
	" Kampar ...	...	10	337	320	13,090	38 84
	" Teluk Anson ...	1	15	536	492	18,803	35 08
	" Parit Buntar ...	1	11	331	315	24,749	74 77
	" Sitiawan ...	1	8	274	256	13,301	48 54
	" Girls', Ipoh ...	2	12	422	404	21,578	51 13
	Treacher Girls', Taiping...	2	10	318	303	13,675	43 00
	Methodist Boys', Kuala Lumpur ...	1	29	819	789	46,951	57 33
	Methodist Girls', Kuala Lumpur ...	1	19	497	468	22,801	45 88
	Methodist Girls', Klang...	1	6	158	146	5,832	36 91
	A.C.S., Klang ...	1	17	489	464	32,116	65 68
	" Seremban ...	1	12	331	313	12,876	38 90
	Total ...	17	171	5,242	4,966	272,512	54 87
Christian Brothers	St. George's, Taiping ...	7	11	588	562	39,745	67 59
	St. Michael's, Ipoh ...	8	9	526	467	31,592	60 06
	St. John's, Kuala Lumpur	12	15	804	757	52,434	65 22
	St. Paul's, Seremban ...	6	14	533	521	26,519	49 76
	Total ...	33	49	2,451	2,307	150,290	65 14
Sisters of the Holy Infant Jesus	Convent, Taiping ...	9	2	344	328	20,455	59 46
	" Ipoh ...	11	5	495	465	22,638	45 73
	" Teluk Anson ...	3	4	199	185	6,626	33 29
	" Kuala Lumpur...	11	19	846	785	32,488	38 40
	" Klang ...	2	3	164	151	5,579	34 02
	" Seremban ...	7	7	480	443	15,164	31 59
	Total ...	43	40	2,528	2,357	102,950	43 67
Church of England	St. Mary's, Kuala Lumpur	3	6	204	186	7,998	39 20
Plymouth Brethren	Chinese Girls', Kuala Lumpur	...	7	128	123	12,503	98 13
Diocese (Bishop of)		11	...	354	312	12,878	43 00

		Total ...	17	171	5,242	4,966	272,512	54 87
Christian Brothers	{	St. George's, Taiping ...	7	11	588	562	39,745	67 59
		St. Michael's, Ipoh ...	8	9	526	467	31,592	60 06
		St. John's, Kuala Lumpur	12	15	804	757	52,484	65 22
		St. Paul's, Seremban ...	6	14	533	521	26,519	49 76
		Total ...	38	49	2,451	2,307	150,290	65 14
Sisters of the Holy Infant Jesus	{	Convent, Taiping ...	9	2	344	328	20,455	59 46
		„ Ipoh ...	11	5	495	465	22,638	45 73
		„ Teluk Anson ...	3	4	199	185	6,626	33 29
		„ Kuala Lumpur...	11	19	846	785	32,488	38 40
		„ Klang ...	2	3	164	151	5,579	34 02
		„ Seremban ...	7	7	480	443	15,164	31 59
		Total ...	43	40	2,528	2,357	102,950	43 67
Church of England		St. Mary's, Kuala Lumpur	3	6	204	186	7,998	39 20
Plymouth Brethren		Chinese Girls', Kuala Lumpur ...	...	7	128	123	12,563	98 15
Private (Bishop of Singapore)	...	Pudu English, K. Lumpur	...	11	254	242	12,675	49 90
		GRAND TOTAL ...	96	284	10,807	10,181	558,988	54 90

APPENDIX X.

CLASSIFICATION OF PUPILS ON THE AVERAGE ENROLMENT IN DIFFERENT DEPARTMENTS.

State.	Up to and including Standard IV.		Standards V, VI and VII.		Junior and Senior Cambridge Classes.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Perak ...	4,347	1,456	1,247	249	430	73	6,024	1,778
Selangor ...	2,965	1,762	1,430	357	473	99	4,868	2,218
Negri Sembilan	1,204	446	526	72	158	15	1,888	533
Pahang ...	584	86	121	4	29	...	734	90
Total ...	9,100	3,750	3,324	682	1,090	187	13,514	4,619

APPENDIX XIV.

STAFF OF GOVERNMENT MALAY SCHOOLS.

	Perak.	Selangor.	Negri Sembilan.	Pahang.	Total Federated Malay States.
BOYS' SCHOOLS.					
Teachers, Special Class ...	2	1	2	...	5
„ Class I ...	19	19	16	4	58
„ „ Ib (Untrained)	37	10	12	15	74
„ „ IIa (Trained) ...	154	41	52	36	283
„ „ IIb (Untrained)	11	8	67	14	100
„ „ IIIa (Trained) ...	163	82	78	55	378
„ „ IIIb (Untrained)	58	37	11	9	105
„ „ IV Probationers	142	60	32	47	281
Technical Instructors ...	21	5	1	3	30
Total ...	607	253	271	183	1,314
GIRLS' SCHOOLS.					
Teachers, Class I ...	40	4	5	...	49
„ „ II ...	25	6	4	4	39
„ „ III ...	80	27	18	5	130
Technical Instructors ...	6	...	...	3	9
Total ...	151	37	27	12	227
GRAND TOTAL ...	758	290	298	195	1,541
Average number of pupils entered	19,270	8,236	7,969	4,808	40,283
Average number of pupils per	25	22	27	33	26

APPENDIX XIV.

STAFF OF GOVERNMENT MALAY SCHOOLS.

	Perak.	Selangor.	Negri Sembilan.	Pahang.	Total Federated Malay States.
Boys' Schools.					
Teachers, Special Class ...	2	1	2	...	5
„ Class I ...	19	19	16	4	58
„ „ Ib (Untrained)	37	10	12	15	74
„ „ IIa (Trained) ...	154	41	52	36	283
„ „ IIb (Untrained)	11	8	67	14	100
„ „ IIIa (Trained) ...	163	82	78	55	378
„ „ IIIb (Untrained)	58	37	11	9	105
„ „ IV Probationers	142	60	32	47	281
Technical Instructors ...	21	5	1	3	30
Total ...	607	253	271	183	1,314
Girls' Schools.					
Teachers, Class I ...	40	4	5	...	49
„ „ II ...	25	6	4	4	39
„ „ III ...	80	27	18	5	130
Technical Instructors ...	6	...	...	3	9
Total ...	151	37	27	12	227
GRAND TOTAL ...	758	290	298	195	1,541
Average number of pupils entered	19,270	8,236	7,969	4,808	40,283
Average number of pupils per	95	92	97	95	94

Boys' Schools.						
Teachers, Special Class	...	2	1	2	...	5
„ Class I	19	19	16	4	58
„ „ Ib (Untrained)		37	10	12	15	74
„ „ IIa (Trained)	...	154	41	52	36	283
„ „ IIb (Untrained)		11	8	67	14	100
„ „ IIIa (Trained)	...	168	82	78	55	378
„ „ IIIb (Untrained)		58	27	11	9	105
„ „ IV Probationers		142	60	32	47	281
Technical Instructors	21	5	1	3	30
Total	...	607	258	271	183	1,314
Girls' Schools.						
Teachers, Class I	40	4	5	...	49
„ „ II	25	6	4	4	39
„ „ III	80	27	18	5	130
Technical Instructors	6	...	...	3	9
Total	...	151	37	27	12	227
GRAND TOTAL	...	758	290	298	195	1,541
Average number of pupils entered		19,270	8,236	7,969	4,808	40,283
Average number of pupils per teacher	25	28	27	25	26

APPENDIX XV.
TABLE OF MALAY SCHOOLS AND PUPILS.

				No. of schools.		Average enrolment.		Average attendance.		Percentage of attendance.	
				1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.
Boys.											
Perak ...	...	...	...	204	209	15,086	15,582	13,641	14,083	91	90
Selangor	...	...	...	74	75	6,792	7,509	6,266	6,997	92	93
Negri Sembilan	...	...	...	80	81	6,265	6,412	5,842	5,952	93	93
Pahang	...	...	...	73	77	4,673	4,562	4,200	4,114	90	90
Total				431	442	32,766	34,065	29,949	31,146	91	91
GIRLS.											
Perak ...	...	...	...	57	60	3,316	3,502	2,960	3,127	89	89
Selangor	...	...	...	10	10	659	727	597	660	90	91
Negri Sembilan	...	...	...	7	7	466	466	415	409	89	88
Pahang	...	...	...	3	5	139	246	126	215	87	88
Total				77	82	4,580	4,941	4,098	4,411	89	89
GRAND TOTAL				508	524	37,346	39,006	34,047	35,557	91	91

APPENDIX XVI.
BASKETRY EXPENDITURE IN 1930.

				No. of schools where basketry is taught.	No. of teachers qualified in basketry.	Expenditure annually recurrent.	Baskets made and accepted in 1930.	Baskets sold in 1930.	Revenue receipts from sales.
						\$			\$
Perak	...	...	...	116	156	1,563.68	685	396	195.01
Selangor	...	...	...	68	103	555.39	720	460	183.53
Negri Sembilan	...	...	...	75	98	990.12	1,095	1,098	270.47
Pahang	...	...	...	62	64	1,473.01	865	763	473.95
Sultan Idris College	...	...	...	1	1	910.49	1,820	1,835	* 697.87

* Excludes the value of baskets sold in London, which amounts to £45 1s. 4d.

APPENDIX XVI.
BASKETRY EXPENDITURE IN 1930.

	No. of schools where baske- try is taught.	No. of teachers qualified in basketry.	Expenditure annually recurrent.	Baskets made and accepted in 1930.	Baskets sold in 1930.	Revenue receipts from sales.
			\$			\$
Perak	116	156	1,563.68	685	396	195.01
Selangor	68	103	555.39	720	460	183.53
Negri Sembilan	75	98	990.12	1,095	1,098	270.47
Pahang	62	64	1,473.01	865	763	473.95
Sultan Idris College ...	1	1	910.49	1,820	1,835	* 697.83

* Excludes the value of baskets sold in London, which amounts to £45 1s. 4d.

APPENDIX XVII.
TABLE OF TAMIL SCHOOLS AND PUPILS.

	Perak.		Selangor.		Negri Sembilan.		Pahang.		Total.	
	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.	1929.	1930.
	Boys and girls.	Boys and girls.	Boys and girls.	Boys and girls.	Boys and girls.	Boys and girls.	Boys and girls.	Boys and girls.	Boys and girls.	Boys and girls.
Number of schools ...	72	82	188	177	69	63	10	11	339	333
Average enrolment ...	3,205	3,522	6,876	6,624	1,928	1,970	407	524	12,416	12,640
Average attendance ...	3,722	3,011	5,894	5,842	1,483	1,454	349	447	10,448	10,754
Percentage attendance ...	85	86	86	89	77	74	86	85	84	85

APPENDIX XVIII.

TABLE OF CHINESE SCHOOLS, PUPILS AND TEACHERS.

State.	MODERN.												Old Style.			TOTAL.	
	Public.			Mission.			Night.			Private.			Private.				
	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.		Schools.	Pupils.
Perak	96	7,510	314	10	515	20	8	99	7	17	397	21	44	731	45	175	9,252
Malangor	75	6,699	264	3	230	11	9	413	16	16	1,085	33	32	921	34	135	9,348
Negeri Sembilan	32	2,010	68	2	43	2	3	79	3	2	76	3	5	151	5	44	2,359
Pahang	19	1,223	53	...	...	...	...	...	...	1	23	1	3	103	3	23	1,349
Total	222	17,442	699	15	788	33	20	591	26	36	1,581	58	84	1,806	87	377	*22,308

* Boys ... 16,764
Girls ... 5,544

22,308

APPENDIX XIX.

STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID PAID TO CHINESE SCHOOLS AND COST OF RAILWAY SEASON TICKETS.

State.	No. of schools.	Amount of grants paid.	Expenditure.	Average attendance.	Average cost per capita.	No. of season tickets issued.	Nett cost of tickets.
		\$			\$		\$
Perak ...	51	47,449	5,983	5,122	9.26	710	2,552
Selangor ...	35	27,787	3,866	3,130	8.88	1,003	3,805
Negri Sembilan	2	1,217	159	157	7.75	...	...
Pahang ...	2	1,080	203	183	5.90	...	...
Total ...	90	* 77,533	9,711	8,592	9.02	1,713	5,857

* Excluding capital grant of \$190 paid to Yuk Man School, Kanching, Selangor.